

DOCUMENT RESUME

ED 171 983

CE 021 732

AUTHOR Treichel, Janet
 TITLE Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through. Final Report.
 INSTITUTION Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C.
 BUREAU NO 498AH70035
 PUB DATE Jun 79
 CONTRACT G007702142
 NOTE 123p.; For related documents see CE 021 726-732
 EDRS PRICE MF01/PC05 Plus Postage.
 DESCRIPTORS Career Education; *Career Planning; Case Studies; Comprehensive Programs; Information Dissemination; Inservice Education; *Job Placement; Models; *Occupational Guidance; Program Evaluation; *Program Planning; School Districts; School Services; Staff Improvement; *Vocational Counseling; *Vocational Follow Up; Workshops
 IDENTIFIERS Optimizing Planning Techniques

ABSTRACT

The purpose of the Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through project was to help local educational agencies systematically plan and efficiently operate comprehensive guidance and counseling programs. The project (1) identified planning models for comprehensive systems of guidance, counseling, placement, and follow-through; (2) compiled a list of guidance and counseling planning models; (3) trained facilitators in ten states to instruct school district personnel in the use of a planning model; (4) prepared a variety of educational and community personnel in the use of guidance and counseling planning tools; (5) profiled, through a case-study approach, a career guidance planning model to demonstrate how planning models can be adapted to fit local school system needs; and (6) evaluated a planning model's effectiveness in various school system settings. (Sample workshop forms are included.)
 (Author/CSS)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED171983

OPTIMIZING PLANNING TECHNIQUES (OPT)
FOR COMPREHENSIVE SYSTEMS OF GUIDANCE,
COUNSELING, PLACEMENT AND FOLLOW-THROUGH

FINAL REPORT

Project Staff

University of Illinois:

J. Marlowe Slater, Project Director
Janet Treichel, Principal Investigator
Carol Sanders, Graduate Assistant
Charles O. Gordon, Consultant

The Ohio State University:

Marla Peterson, Subcontract Project Director
Ida Halasz-Salster, Graduate Research
Associate

CE 021 732

Department of Vocational and Technical Education
College of Education
University of Illinois
Urbana-Champaign, Illinois 61801
June 1979

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FUNDING INFORMATION

Project Title: Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through

Contract Number: G007702142

Project Number: 498AH70035

Educational Act Under Which the Funds Were Administered: Part C of the Vocational Education Act of 1963 (Public Law 88-210 as Amended)

Source of Contract: Department of Health, Education, and Welfare (DHEW) Office of Education
Bureau of Occupational and Adult Education
Washington, D.C. 20202

Project Officer: David Pritchard

Prime Contractor: Department of Vocational and Technical Education
College of Education
University of Illinois
Urbana, Illinois 61801

Sub Contractor: The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio 43210

Prime Contractor Project Director: J. Marlowe Slater

Prime Contractor Principal Investigator: Janet Treichel

Sub Contractor Project Director: Marla Peterson

Disclaimer: This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through Project, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with these laws.

ABSTRACT

The Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through Project was funded on October 1, 1977, by the Bureau of Occupational and Adult Education, Office of Education, United States Department of Health, Education, and Welfare. The project was conducted through the Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana-Champaign, Illinois, and was completed June 30, 1979.

The purpose of the project was to help educational agencies operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning. The project: (1) Identified planning models for comprehensive systems of guidance, counseling, placement and follow-through; (2) Compiled a list of guidance and counseling planning models; (3) Trained one facilitator in ten states to instruct school district personnel in the use of a planning model; (4) Prepared a variety of educational and community personnel in the use of guidance and counseling planning tools; (5) Profiled, through a case-study approach, a career guidance planning model to demonstrate how planning models can be adapted to fit local school system needs; and (6) Evaluated the effectiveness of a planning model in a variety of school system settings.

A search was conducted for existing planning models for comprehensive systems of career guidance and generalized planning models that had implications for vocational education and guidance and counseling programs. Five models were identified and included in the *Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives*. Facilitators from ten states were trained to use an existing planning model for career guidance in conducting workshops to demonstrate how a planning model can be adapted to meet local school district needs. A variety of educational and community personnel received instruction in the use of guidance and counseling planning tools. Follow-up evaluation data was collected from six workshop sites and included in the *OPT for Career Guidance: Six Case Studies* document.

The results of this study provides persons who are charged with the responsibility for planning and delivering comprehensive guidance programs in local school systems nationwide with knowledge relative to available resources, access to such resources, and instruction in planning and appropriate planning techniques for career guidance. The study provided evaluation data resulting from the implementation of systematic planning efforts for comprehensive guidance programs.

CONTENTS

<u>Chapter</u>	<u>Page</u>
I. THE OPT PROJECT.	1
Purpose of the Project.	1
Need for the Project.	1
Organization of the Project	4
Special Problems Encountered.	9
Summary of Major Project Activities	11
Staff Development	15
II. CATALOG OF FLANNING MODELS	19
Identification and Selection Procedures	19
Planning Models Selected.	20
Catalog Contents.	21
III. THE PAGE 2 WORKSHOPS	27
Facilitator Selection	27
PAGE 2 Planning Model	28
The PAGE 2 Training Session	30
Forms and Procedures.	35
Summary of the PAGE 2 Workshops	43
IV. CASE STUDY DEVELOPMENT	75
Echo River - Site Description	78
V. DISSEMINATION ACTIVITIES	89
Dissemination of the PAGE 2 Sets.	89
Dissemination of the Documents "Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives," "OPT for Career Guidance: Six Case Studies," and the "Turn to PAGE 2" brochure.	90
Other Activities Related to Dissemination	91
Summary Statement	91
VI. DATA COLLECTION AND EVALUATION	93
Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives.	93
PAGE 2 Planning Workshops	93
Case Study Document	102
VII. CONCLUSIONS AND RECOMMENDATIONS.	111
General Project Conclusions	111
Specific Conclusions Regarding Planning Models.	111
Recommendations	113

CHAPTER I

The OPT Project

Purpose of the Project

The *Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through Project* was conducted through the Department of Vocational and Technical Education at the University of Illinois, Urbana, Illinois. Funded in October 1977 by the United States Office of Education, Bureau of Occupational and Adult Education, with monies provided by Part C of the Vocational Education Act of 1963 (Public Law 88-210 as Amended), the objectives of the project were:

1. To identify through computer searching of the ERIC collection and information gathered from state departments of education, planning models for comprehensive systems of guidance, counseling, placement and follow-through.
2. To compile a list of guidance and counseling planning models into a format that will assure ease of use.
3. To train ten facilitators (one from each of ten states) who will instruct personnel in school districts on the use of a planning model.
4. To prepare educational and community personnel in the use of guidance and counseling planning tools.
5. To profile, through a case-study approach, a career guidance planning model.
6. To demonstrate how planning models can be adapted to fit local school system needs.
7. To evaluate the effectiveness of a planning model in a variety of school systems settings.

Need for the Project

A number of studies have focused on the importance of and need for comprehensive programs of guidance, counseling, placement, and follow-through. Additionally, the need for trained personnel to design and deliver these programs has been emphasized by many experts.

A review of the literature provides a basis for the following statements:

1. Comprehensive guidance, counseling, placement, and follow-through programs *must reach and assist all individuals in their career development.*
2. Guidance and counseling programs *must be future oriented and concerned with self improvement and program improvement.*
3. Guidance and counseling *must be responsive to different life styles and socio-economic conditions in society--programs must be flexible in order to provide the greatest good.*
4. Educational programs (in particular, guidance and counseling, and vocational education) *must be responsive to needs of all students in order to alleviate the ever mounting pressures resulting in youth unemployment.*
5. Educational agencies, parents, and the community *must become partners in the successful delivery of educational programs--requiring systematic planning and community participation.*
6. A team approach (including educational personnel, parents, and community personnel) *must be utilized in planning for the successful design and delivery of guidance, counseling, placement, and follow-through programs which meet student needs.*
7. Methods and materials *must be disseminated so full use of educational resources can occur.*
8. Teachers, administrators, counselors, supportive personnel, parents, and community members *must be trained in the use of planning models and procedures for comprehensive systems of guidance, counseling, placement, and follow-through.*
9. Educational programs implemented at the local, state, and national levels *must be rigorously evaluated to insure their applicability and effectiveness in meeting the needs of all students.*

In the past, programs have been allowed to evolve with a lack of planning in designing and delivering educational programs. To plan comprehensive programs responsive to students' needs, it is necessary for guidance and counseling personnel to involve all segments of education and the community.

Accountability in planning career guidance programs requires a systematic approach coupled with recognition of components which comprise a comprehensive program. Systematic planning is essential in an era when

student career development needs are diverse, enrollments are declining, optimal use of resources is of high priority, and demands are placed on schools to prepare students for the real work world.

Vetter and Ransom (1977) with assistance from a panel of experts identified eleven essential components for comprehensive career guidance programs (CCGP) that help students plan, prepare for, and progress through their careers.

1. *Needs assessment*--systematic collecting and interpreting of data regarding student (or client) population.
2. *Resource assessment*--systematic identifying of resources (materials, personnel, space, funds, techniques, etc.) available for use in the program.
3. *Goals and objectives*--systematic process for deriving and ranking program goals and specifying behavioral objectives for them.
4. *Personnel utilization and development*--provisions for utilizing staff competencies and continuing staff development.
5. *Acquisition/development of materials and techniques*--provisions for acquiring and/or developing new materials, methods, procedures, techniques, etc. appropriate for meeting program's goals.
6. *Placement*--developing placement services for employment, volunteer positions, training, education or exploratory work experiences.
7. *Follow-through*--provisions for continuing communication between students and counselors after students leave school.
8. *Research provisions*--provisions for at least one type of research: applied, historical, descriptive, quasi-experimental, or experimental.
9. *Information network*--provisions for communication among persons and agencies associated with the CCGP.
10. *Procedural plan*--provision for establishing program planning and program management procedures for the CCGP.
11. *Evaluation*--provisions for evaluating program goals, achievement of objectives, utilization of evaluation results for further program planning, etc.

These researchers also identified three areas of concern with which a comprehensive program should deal: (1) definitions, (2) educational levels, and (3) provisions for special populations. A CCGP should include all the educational levels for which it is responsible, grades kindergarten through adult, and should meet the needs of culturally diverse and special groups. Culturally diverse groups include native Americans (Indians), blacks, Hispanics, and Asian or Pacific Islanders. Special groups include women, disadvantaged, gifted, handicapped, migrants, ex-offenders, student drop-outs, veterans, urban populations and rural populations.

In recent years a considerable amount of work has been done in the development of components of a comprehensive guidance, counseling, placement and follow-through program. Career planning, follow-through, curriculum based guidance, needs assessment, placement, sex-fair guidance, and many other components have been the focus of funded projects nationwide. Comprehensive career guidance is concerned with: self concept, role relationships, self development, interpersonal effectiveness skills, decision making, future shock, work attitudes, values clarification, lifestyle values, assessment instruments and self appraisal techniques, computerized career occupational information, individual and group counseling, and much more. Much of career guidance has shifted from a crisis-centered orientation to one of life career development. Although some guidance personnel have reoriented their programs to meet the present and future challenges of career development, others need to plan for the necessary changes. Systematic planning is essential for accountable programs that fulfill varied needs.

Planning models for comprehensive programs of guidance, counseling, placement and follow-through have been developed to assist persons who are planning changes to reorient guidance programs for life career development. One of the planning models that people throughout the United States are reviewing is one developed in Illinois during a USOE Part C funded project entitled a Programmatic Approach to Guidance Excellence (PAGE 2). The OPT project was directly concerned with the identification of available models for planning and with the implementation and evaluation of the PAGE 2 model.

Organization of the Project

The OPT Project was a joint effort conducted by the Department of Vocational Education, University of Illinois, and the National Center for Research in Vocational Education (NCRVE), The Ohio State University. Major responsibility for the project management was assumed by staff at the University of Illinois who was the prime contractor for the project. A subcontracted portion of the grant was performed by the staff at Ohio State University.

Relationship to the University. University of Illinois project staff (prime contractor) for this effort was housed in facilities occupied by the College of Education, specifically the ERIC Clearinghouse for Early Childhood and Elementary Education building. All of the university facilities were available to the project staff which greatly facilitated the accomplishment of project objectives. Resources of particular value included:

- Implementation of Systematic Planning (ISP) for Comprehensive Programs of Guidance, Counseling, Placement, and Follow-Through in Illinois (Illinois Office of Education, Department of Adult, Vocational and Technical Education, funded project). Through ISP project efforts, the PAGE 2 planning model materials were revised and 500 instructional resource packages printed and made available for purchase on a cost-recovery basis.
- Bureau of Educational Research
- Center for Instructional Resources and Curriculum Evaluation
- Offices for Study of Continuing and Professional Education
- Department of Administration, Higher, and Continuing Education

NCRVE project staff (subcontractor) at The Ohio State University was housed in the Information and Field Services Division. Among the many resources available to subcontract project staff at NCRVE was the ERIC Clearinghouse on Adult, Career, and Vocational Education.

Liaison with Other Career Guidance and Vocational Education Efforts. Liaison was maintained during the project with the following efforts:

1. Regional (19) Career Guidance Centers in Illinois
2. Career Planning Support System (CPSS), National Center for Research in Vocational Education
3. Developing Comprehensive Career Guidance Programs, American Institute for Research
4. Rural America Project, National Center for Research in Vocational Education
5. A Systematic Approach to Guidance, Mesa, Arizona, Public Schools
6. Department of Adult, Vocational and Technical Education, Illinois Office of Education

7. American Vocational Association, Guidance Division
8. Chicago Public Schools (field coordinators responsible for guidance programs in the local schools)

Staffing the Project. OPT Project staff was housed at both the University of Illinois and at the National Center for Research in Vocational Education.

Prime Contract Staff. Dr. J. Marlowe Slater directed the project at the University of Illinois. Dr. Slater brought to the project a comprehensive knowledge of guidance, counseling, and vocational education.

Dr. Janet Treichel served as the prime contract principal investigator and was responsible for project management and accomplishment of project objectives. Dr. Treichel has an extensive background and considerable experience in research project management. She has authored a number of funded research proposals including the ISP project. During the development of the PAGE 2 (Programmatic Approach to Guidance Excellence) materials, Dr. Treichel served initially as associate project director and then became director of the USOE-funded grant. She has organized and chaired several workshops and national seminars concerning career guidance, the OPT project, and the PAGE 2 materials.

Ms. Kathleen O'Hara was a project graduate assistant from October 1, 1977, until May 20, 1978. Ms. O'Hara was a doctoral student in vocational education at the University of Illinois.

Ms. Carol Sanders, a doctoral student in vocational education at the University of Illinois, joined the project as a graduate assistant in August 1978, and served in that capacity until December 20, 1978. Prior to this assignment, she had also served as OPT project facilitator for the State of Illinois. Ms. Sanders has directed a number of research efforts and has made many presentations on the PAGE 2 materials with Dr. Treichel and Dr. Peterson.

Subcontract Staff. Dr. Marla Peterson, Director of the ERIC Clearinghouse on Adult, Career, and Vocational Education, directed NCRVE's efforts for the project. Known for her knowledge relative to vocational education, guidance, counseling, and dissemination, Dr. Peterson brought to the project a comprehensive view of career guidance kindergarten through adult. She served as one of the project directors for the PAGE 2 project and authored and directed other funded proposals for research and development projects. Dr. Peterson has taught, written numerous articles, and made many presentations at national meetings relating to career guidance.

Ida Halasz-Salster was hired to serve as the graduate research associate for the project. Ms. Halasz-Salster was completing the doctorate degree in the area of guidance and counseling. She had also contributed to a number of research projects at NCRVE.

OPT Project Facilitators. Ten persons were selected as workshop facilitators for the project. These persons represented several different educational levels and brought considerable expertise in the areas of career guidance and staff development. The OPT project facilitators were:

- Mrs. Rosa Brown, Department of Career Guidance and Counseling, Tallahassee Public Schools, Tallahassee, Florida
- Mr. Ron Daugherty, Alaska Center for Staff Development, Anchorage, Alaska
- Dr. Stephen Feit, Counselor Education and Special Education, Idaho State University, Pocatello, Idaho
- Ms. Fair King, Bureau of Student Services, Louisiana Department of Education, Baton Rouge, Louisiana
- Mrs. Evelyn Lavaty, Special Vocational Needs, Nebraska Department of Education, Lincoln, Nebraska
- Mr. Leslie Miller, Research and Evaluation Division, Oklahoma Department of Education, Stillwater, Oklahoma
- Dr. Betty Newlon, College of Education, University of Arizona, Tucson, Arizona
- Ms. Kim Powers, Division of Vocational Education, Indiana Department of Education, Indianapolis, Indiana (Ms. Estilene Bradley replaced Ms. Powers in June 1978)
- Ms. Carol Ritz, Career Development Service, Ohio Department of Education, Columbus, Ohio
- Mrs. Carol Sanders, Career Education Projects, Eastern Illinois University, Charleston, Illinois

A functional approach was used by the project staff. Throughout the project there was input from many resources and at appropriate times several members of the staff worked together as a group. At other times it was beneficial and expeditious for assignments to be delineated and individual effort resulted.

Several persons served as project consultants throughout the grant period. This input facilitated accomplishment of project objectives and materials development.

Project Phases. The project included three phases:

1. Planning Model Catalog Phase. At the beginning of the project, subcontract personnel began identifying resources to be included in a catalog of planning models appropriate for comprehensive programs of career guidance. Searches were made of a number of data bases including ERIC, Management, ABI-INFORM, and Psychological Abstracts. Other information and documents were also gathered from state departments of education and from career development researchers nationwide.

A criteria for selection was established, the materials were reviewed, and a catalog was designed, written, and published, entitled *Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives*. This catalog was compiled to give educators a source of specific information about available models for planning comprehensive career guidance programs.

2. PAGE 2 Workshop Phase. Efforts during this phase of the project were devoted to identifying ten facilitators (one from each of ten states), providing facilitator training, selecting local district sites for planning sessions, and conducting thirty workshops in local districts nationwide using the PAGE 2 (Programmatic Approach to Guidance Excellence) planning model of career guidance.

Through these activities educational and community personnel were provided instruction in planning career guidance programs and appropriate planning techniques. They were also given an opportunity to actually engage in cooperative planning and formulate an appropriate plan for meeting the career guidance needs of students in their local schools.

3. Case Study Document Phase. Twenty percent of the thirty workshop sites were selected by project staff for follow-up visits and further data collection. Case studies on each of these sites were written and published in, *OPT for Career Guidance: Six Case Studies*.

As a result of this phase of the project, educators will be able to see how a specific planning model can be adapted to local needs. The document provides educational and community personnel with a resource describing actual situations when a planning model was used. Additionally, the case studies provide evaluation data relative to ways in which the PAGE 2 model was adapted in different school settings throughout the country.

Special Problems Encountered

Everyone who has been associated with project management recognizes that unexpected problems can arise at various intervals throughout the course of the project. Perhaps this challenging and frustrating facet of a project should be counted as a given in the bringing of a project to conclusion. This does mean that the staff must continually assess the status of the project and be prepared to take remedial and/or alternative steps or measures.

Three special problems were encountered by the project staff, and they are mentioned here because the lessons learned by the staff may be beneficial to other project developers and planners.

1. Dependence on individuals voluntarily completing essential segments of a project can result in project modification.

In theory the developers of the OPT Project designed a model program utilizing the expertise and resources of the University of Illinois, the National Center for Research in Vocational Education, and ten identified facilitators from ten selected states. This seemed to be an appropriate strategy and workable approach to disseminating, utilizing, and evaluating career guidance planning materials which foster their inclusion and implementation in broad plans for elementary, secondary, postsecondary, and adult levels and allow for differentiated staff utilization.

In essence monies were provided in the project budget for the facilitators to receive training in the use of the PAGE 2 materials and to conduct three local school district PAGE 2 workshops in their states. All follow-up studies would be made by project staff.

In practice this integral part of the project had to be modified. Seven of the ten facilitators conducted three or more workshops in their states during the course of the project. Three facilitators seemed to be unable to schedule and conduct at least three local district workshops. The reasons why some facilitators were unable to complete their obligation to the project is difficult to assess. It is clear, however, that they felt a time press in making the necessary local district contacts, scheduling, and conducting the planning sessions during the time span provided by the funding period. Unanticipated obstacles to scheduling the sessions also seemed to be a deterrent. As a result, a modification of the scope of work was submitted to the Bureau of Occupational and Adult Education, United States Office of Education, to allow the thirty workshops to be conducted in the ten identified states but without the "three per state" restriction. Approval of this request permitted

more flexibility in meeting the workshop obligation. At the conclusion of the project, the number of workshops per state ranged from six to one.

2. Scheduling inservice sessions in local schools requires clear, concise communication at all levels, knowledge and understanding of state and local priorities, and appropriate administrative endorsement.

This seemingly simple task of identifying audiences who would be receptive to new kinds of inservice activities and materials is not as uncomplicated as would appear on the surface. From the start facilitators in some states encountered scheduling problems with local district sites. These problems seem to result from a number of factors: pending state legislation, legislative mandates for inservice workshop content, local district administrative personnel problems, and over-crowded school calendars. Project staff continually monitored the progress of facilitators in resolving the scheduling problems. Some were able to do so successfully while others faced a continuing struggle to finalize planning session arrangements. It is the degree of administrative support for program planning that is crucial to the success of scheduling and conducting planning sessions. Persons responsible for organizing and conducting such activities must be able to identify the district where a need or interest exists and communicate effectively to key administrators the value of the proposed planning effort.

3. Time constraints imposed on project efforts can result in frustration for staff in achieving project objectives.

Hard and fast time frames for a funded project can sometimes be a detriment to the value of a project. The funding period often dictates when specific project activities occur. Often these are not the most ideal or productive times to conduct the activity. The funding period and sequence of activities of the OPT Project called for facilitator training to occur in April. This then resulted in facilitators attempting to contact local districts about scheduling planning sessions at a time when schools were preparing for summer dismissal or during the summer when schools were not in session. Thus, the time period for conducting local district workshops had to be lengthened to accommodate the thirty workshops called for in the proposal. The cumulative effect of this problem and the others mentioned previously was a special request of the project staff to the funding agency for a three-month extension of the funding period (without any additional funds). This extension provided the necessary time to complete follow-up visits, data collection, and document publication as outlined in the project scope of work. It is beneficial to review some types of projects at critical intervals with a possibility of extending the usual allotted funding period if the examination warrants it.

Summary of Major Project Activities

It should be noted that during the course of the OPT project, a total of 768 persons were trained in the use of a planning model (PAGE 2) for comprehensive programs of guidance, counseling, placement and follow-through. Specific workshops, university courses, and facilitator training sessions where the instruction was provided are enumerated in the list that appears below. These activities and other project activities and events are also given special emphasis in the various sections of the report.

The following list provides a brief description of the activities that were considered essential to the accomplishment of the major objectives of the project:

1. An initial planning conference was held for all project staff early in October 1977, at the University of Illinois.
2. Letters were sent to career guidance personnel and/or state directors of vocational education in all fifty states and six trust territories explaining the project and requesting an indication of each state/trust territory's interest in participating in OPT. Included with each letter were a project abstract and a state interest form. Each state, if so interested, was provided an opportunity to recommend a maximum of three individuals for consideration as possible OPT planning workshop facilitators. Responses were received from twenty-four states and/or trust territories indicating interest in being considered as one of the ten states for participation.
3. Letters of explanation about the project, project abstracts, and leadership applications were sent to all persons nominated for workshop facilitators. All persons were requested to respond to a maximum of eight questions in order that project staff might obtain general candidate background information, identify and attempt to realize prospective facilitators' workshop goals, and determine if applicant and program needs match.
4. A series of conference calls, interviews, and group meetings were held with persons possessing expertise in evaluation, dissemination, educational administration, research and development, vocational education, and guidance and counseling relative to the establishment of criteria for selection of states, facilitators, and local district sites. A literature search relative to dissemination networks, innovation, and change strategies was also conducted.
5. Computer searches were conducted of four databases, ERIC, Management, ABI-INFORM, and Psychological Abstracts, to locate planning models for career guidance. A library search was also conducted

for comprehensive career guidance programs and planning models for career guidance.

6. On December 5, 1977, a Review Panel meeting was held at the AVA Convention to discuss the criteria for planning models to be included in the catalog and an outline was prepared for the project's catalog, *Planning Comprehensive Guidance Programs: A Catalog of Alternatives*.
7. Leadership applications were received from thirty of fifty-five persons nominated as workshop facilitators. These individuals represented twenty-four different states and/or trust territories.
8. Criteria for selection of states and workshop facilitators were established and refined. With point values assigned to criterion statements, OPT Project staff members rated and ranked each state and facilitator applicant.
9. OPT Project staff (prime contractor and subcontractor) met to select ten states and facilitators for participation in the OPT Project (see Chapter III).
10. Letters were sent to all selected facilitators notifying them of their opportunity for participation. Subsequently during the second quarter, selected facilitators were the recipients of a number of communications from OPT Project staff relative to the national training seminar and arrangements for that meeting.
11. Staff members traveled to St. Louis to arrange for facilities for the national training seminar. Assessment of facilities led to the determination of the Hilton Inn as the location for the seminar.
12. Printing specifications for the planning model catalog were developed by the subcontract staff.
13. The OPT Project Principal Investigator and the Subcontract Project Director met in St. Louis to finalize arrangements for holding the national training seminar and to discuss the format for the training session and appropriate procedures and materials.
14. The OPT Project Principal Investigator and the Subcontract Project Director met at the 1978 APGA Convention to establish project recommendations to help facilitators select three sites in their state and confirmed the agenda and materials for the St. Louis seminar.

15. Materials for the national training seminar were designed, duplicated, and assembled.
16. An ERIC search and library search was conducted relative to case study documents and formats resulting in a number of resources being identified and researched.
17. On April 9-11, 1978, the OPT National Training Seminar was held at the Hilton Inn in St. Louis, Missouri. A total of 19 persons attended and received training.
18. A brochure was developed, printed, and sent in quantities to the ten facilitators. The design of the brochure enabled it to serve two purposes: (1) publicity on the PAGE 2 materials and (2) an indication of interest of prospective workshop participants.
19. News release statements for facilitators to use prior to and following local district workshops were written. These statements were prepared and sent to facilitators at their request.
20. OPT Principal Investigator met with recognized authorities regarding case study methodology and appropriate formats.
21. Subcontract personnel completed the "Planning Models" section of the catalog. Developers of planning models were sent the appropriate pages describing their product for review.
22. Questions to be answered by OPT facilitators in workshop anecdotal logs were structured by the Principal Investigator and sent to each facilitator. Questions were developed relative to the following audiences/topics: (a) local contact person, (b) workshop site, (c) workshop participants, and (d) general.
23. Subcontract project staff developed a draft of the completed catalog portions in preparation for an internal-external project review and evaluation. Procedures were initiated to have the catalog reviewed prior to completion of the final draft. Product reviewers used extensive criteria to determine if the catalog was suitable for its intended audience and contained suitable information according to specifications and intentions.
24. The OPT principal investigator and project director met with the project monitor in Washington, D.C. to discuss project progress.
25. A program proposal which focused on the OPT project objectives and outcomes for the 1979 American Personnel and Guidance Association Convention was submitted and approved.

26. Subcontract project staff completed and approved a final draft of the planning model catalog.
27. On August 1, three reviewers were selected to review the planning model catalog and copies were sent to them. The internal reviewer was Karen Kimmel, who has worked extensively in the area of career guidance at the National Center for Research in Vocational Education. The external reviewers were Carol Sanders, Eastern Illinois University, and Jack Ford, Ohio Department of Education. Reviewers received explicit instructions and forms to write their critiques and suggested revisions.
28. Notification was received that Estilene Bradley replaced Kim Powers as OPT workshop facilitator for the State of Indiana.
29. Catalog manuscript was submitted to National Center publications for camera-ready preparation.
30. University of Illinois project staff reviewed the case study format and made final revisions.
31. Notification of workshop forms, local district authorization letters, and demographic data was received from facilitators prior to every workshop.
32. A total of thirty PAGE 2 planning workshops were held in ten states by OPT project facilitators. A total of 674 persons attended these local district workshops.
33. The OPT principal investigator developed a proposal for funding entitled "Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through." The proposal was submitted to the Illinois Office of Education, Department of Adult, Vocational and Technical Education. This project was funded for fifteen months at a total funding level of \$119,000. This effort was coordinated with the OPT Project and provided the resources for revising and printing five hundred sets of the PAGE 2 materials. The OPT project principal investigator coordinated the revision and printing of the materials.
34. OPT project staff conducted two PAGE 2 facilitator training sessions for directors and assistant directors of the nineteen Illinois Career Guidance Centers and other educational personnel from Illinois. Both sessions were held in Urbana-Champaign, Illinois and thirty persons received training in the use of PAGE 2.
35. Follow-up phone conversations were held with each facilitator after the completion of each workshop. Data collected were sent to OPT project headquarters.

36. The project staff (prime contractor and subcontractor) met to develop site visit interview forms and to make final determinations on site visit locations.
37. On December 4, a meeting was held in Dallas, Texas, for all OPT project staff, state workshop facilitators, and the OPT project monitor. Persons not able to attend were Dr. Betty Newlon, Arizona, and Ms. Fair King, Louisiana. The meeting was conducted to update all staff on project progress and to share successes and problems in conducting workshops in the respective states during the first year of the project.
38. On December 20, the principal investigator prepared a request for a three-month time extension for the OPT Project and a slight modification in the scope of work.
39. Subcontract staff met with NCRVE printing supervisor to coordinate completion of final camera-ready copy of the OPT Planning Model Catalog.
40. Six sites were selected for follow-up visits and data collection resulting in case study documentation.
41. Local districts were contacted to advise them of their selection as a case study site, arrangements for visits were made with appropriate administrative personnel, and the site visits conducted. These visits occurred during the months of January and February 1979.
42. The case study document was designed, written, and sent out to appropriate persons for review. Revisions to the copy were made and the camera-ready copy was delivered to the printer.
43. Five hundred copies of *Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives* were printed and distributed.
44. Five hundred copies of *OPT for Career Guidance: Six Case Studies* were printed and distributed.
45. The final report was sent to the Bureau of Occupational and Adult Education, United States Office of Education, on June 30, 1979.

Staff Development

In addition to the major activities necessary to achieve project objectives, numerous staff development programs and activities were conducted by the staff during the course of the funding period.

1. Presentations were made at the 1977 American Vocational Association Convention, 1978 American Vocational Association Convention, 1978 American Personnel and Guidance Association Convention, 1979 American Personnel and Guidance Association Convention, 1978 Florida Personnel and Guidance Association Convention, 1979 Ohio Conference on Career Education, 1979 Florida Counselor Educator Renewal Conference, Ohio Education Association, 1979 National Business Education Association Convention, Illinois Career Guidance Center Directors, and numerous local school districts in Illinois and Ohio.
2. Project staff met in May 1979 with the Chicago Public Schools Secondary school guidance coordinator and his staff of regional coordinators at the Center for Urban Education to present the PAGE 2 materials. As a result of this presentation and the working relationship which developed, project staff were invited to present the PAGE 2 materials at the Chicago Public Schools' *Career Development: Approach to Excellence* conference held on June 7, 1979, at the Conrad Hilton Hotel in Chicago, Illinois. This program was coordinated through the Illinois Center for Educational Improvement--Chicago Link in cooperation with the Bureau of Guidance Programs and Services and the Illinois Statewide Facilitator. Ninety Chicago public school counselors attended the two sessions conducted by OPT project staff.
3. The OPT principal investigator was afforded the opportunity to provide PAGE 2 information sessions for groups meeting at the Illinois Office of Education in Springfield, Illinois. These groups included the Program Services Teams and the Occupational Consultant Unit staff. Fifty-seven persons attended the sessions.
4. Two inservice programs pertaining to the uses of the PAGE 2 materials were provided for approximately fifty-four members of the faculty and graduate students in the Department of Vocational and Technical Education at the University of Illinois at Urbana-Champaign.
5. The PAGE 2 planning materials were incorporated into three graduate level courses during January, February, and March of 1978. Two of these courses were taught through the Department of Vocational and Technical Education at the University of Illinois (VoTec 451, Directing Personnel Development in Vocational, Technical and Practical Arts Education, taught by Dr. Marlowe Slater; VoTec 476, Guidance in Vocational and Technical Education, taught by Dr. Janet Treichel). The third course (ED-SP SV 925, Seminar in Planning Career Guidance Programs) was taught by Dr. Marla Peterson at Ohio State University. A total of forty-five persons received instruction through the three courses.

In conjunction with the OPT project planning workshops two states provided opportunities for participants to earn graduate level course credit on an extramural basis. Participants in the Illinois planning workshops were provided with an opportunity to earn one unit (four semester hours) of university credit through the University of Illinois. To obtain such credit, persons were required to enroll for VoTec 451 (Directing Personnel Development in Vocational and Technical Education), attend the OPT workshop for sixteen hours of laboratory involvement, and attend sixteen hours of classroom lecture-discussion. Dr. Marlowe Slater, OPT project director, conducted the lecture-discussion portion of the course. Four sections were offered with a total of ninety-six persons enrolling for course credit.

Participants in the Idaho planning workshops conducted by Dr. Stephen Feit were provided with the opportunity to earn one semester hour of university credit through Idaho State University. To obtain such credit, persons were required to enroll for Counselor Education 591 (Programmatic Approach to Guidance Excellence) and attend the entire OPT workshop. Twenty-one persons elected to enroll for course credit.

CHAPTER II

Catalog of Planning Models

Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives was compiled and published to give educators a source of specific information about models for planning comprehensive career guidance programs. The following two objectives concerned this phase of the OPT project:

- to identify through computer searching of the ERIC collection and from information gathered from state departments of education, planning models for comprehensive systems of guidance, counseling, placement and follow-through.
- to compile a list of guidance and counseling planning models into a format that will assure ease of use.

Identification and Selection Procedures

This portion of the project was under the direction of personnel at the National Center for Research in Vocational Education, subcontractor for OPT. At the beginning of the grant period, subcontract personnel began identifying resources to be included in the catalog by: (1) searching number of data bases, including ERIC, Management, ABI-INFORM, and Psychological Abstracts; (2) contacting career development researchers nationwide; and (3) convening a panel of experts to assist staff in initial development efforts.

Persons serving on the panel met at the 1977 American Vocational Association Convention in Atlantic City, New Jersey, to (1) review planning models which had been identified through computer searching and other research; (2) discuss criteria for models to be included in the catalog, and (3) generate a list of models for possible inclusion in the catalog. Dr. Ronald McCage, Illinois Office of Education, chaired the panel. Other members included:

- Garry Bice, National Center for Research in Vocational Education
- George Copa, University of Minnesota Research Coordinating Unit
- Thomas Hohenshil, Virginia Polytechnic Institute and State University
- Frances Nussbaum, Houston Independent School District
- David Pritchard, United States Office of Education Project Monitor
- Louise Vetter, National Center for Research in Vocational Education

Five planning models were selected for inclusion in the publication because they met the following criteria:

1. *Contains resources* (handbooks, materials, etc.) for *planning* career guidance programs.
2. *Available* for purchase; as complete sets or in part. Components of four of the models can be purchased individually.
3. *Inexpensive*; all are under \$100 for a complete set of materials.
4. *Designed for school staff and citizens* on planning committees or for teacher/counselor/administrator in-service or pre-service.
5. Usable *without* consultants (although some developers provide consultation services upon request).
6. Based upon up-to-date *theories and research* of career development, planning, and career guidance programs.
7. *Field tested* in school settings and *recommended* by career guidance program planners.

Planning Models Selected

The five models described in the catalog are:

1. *Career Planning Support System (CPSS)*, developed at the National Center for Research in Vocational Education
2. *Developing Comprehensive Career Guidance Programs*, developed at the American Institutes for Research
3. *Programmatic Approach to Guidance Excellence* (PAGE 2), developed at Eastern Illinois University and revised at the University of Illinois
4. *Rural America Series*, developed at the National Center for Research in Vocational Education
5. *A Systematic Approach to Guidance*, developed at Mesa, Arizona, Public Schools

A sixth model entitled *A Planning Model for Developing a Career Guidance Curriculum* was identified just prior to catalog publication as one which met the criteria but was not available in time for review. This model was developed at the California State Department of Education.

Catalog Contents

Educators responsible for selecting materials for planning will find the catalog useful in several ways. The descriptions of the five models are accompanied by photographs of the materials included in each model. The models are described individually in "Brief Facts" pages followed by more extensive information about the developers, field tests, use of materials, etc. Further information is provided in several matrices, which provide a quick comparison of key purposes and materials included in each model. These matrices speed selection time and selection of materials most appropriate to users' needs.

The "PAGE 2 Brief Facts" pages which appear at the end of this chapter are illustrative of the descriptive information provided on each of the five models.

In addition, the catalog briefly discusses educational planning and comprehensive career guidance programs. A synthesis of literature relevant to the planning process and the necessary components of a comprehensive career guidance program is presented.

Five hundred (500) copies of the catalog were printed and distributed with grant monies. The distribution of these copies is discussed in the chapter of this report which focuses on dissemination relevant to project activities and products.

PROGRAMMATIC APPROACH TO GUIDANCE EXCELLENCE
(PAGE 2)

OBJECTIVE

To guide the planning of comprehensive K-12 career guidance programs including curriculum-based guidance, counseling, placement, and follow-up. To provide inservice/preservice training materials/resources. To assess needs, determine goals, select implementation activities, and evaluate outcomes.

TARGET USER(S)

Local, regional and state educational agencies personnel and planning committees which include community members and parents. Useful for pre-service education, for administration and counseling programs.

TARGET SETTING(S)

Education agencies (K-adult) and college counseling, administration, and teacher education courses.

DEVELOPER

Developed at Eastern Illinois University, 1976. (Revised Edition, 1978, developed at the University of Illinois.)

SPONSOR

U.S. Office of Education, Bureau of Occupational and Adult Education, Department of Health, Education, and Welfare, Part "C," Vocational Education Act of 1963.

DATE PUBLISHED

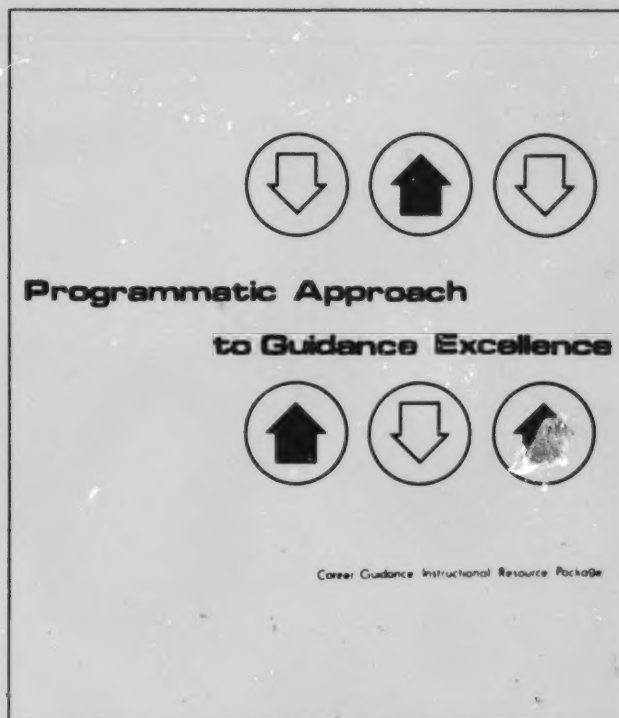
1976 (Revised Edition, 1978)

ORDERING INFORMATION

Materials available from:

Curriculum Publications Clearinghouse
Western Illinois University
76 B Horrabin Hall
Macomb, IL 61455

PRICE: \$79.50 plus charges for postage and handling.



ABSTRACT

Designed as inservice and preservice training materials for planning a comprehensive career guidance program. Enables users to assess individual and institutional needs, determine goals, state objectives, select objectives, select appropriate implementation activities, and devise evaluation procedures. Based upon career development principles and intended to make best use of school and community resources. Focus is upon three aspects of a total career guidance program: program planning, curriculum-based guidance, and job placement. Planning procedures (using the planning boards, markers and goal statements to determine priorities) can be used by communities to plan other programs.

DEVELOPMENT

Developed by project staff at the Center for Educational Studies at Eastern Illinois University under the direction of Dr. Marla Peterson and Dr. Janet Treichel. Revised edition was developed at the University of Illinois under the direction of Dr. Treichel.

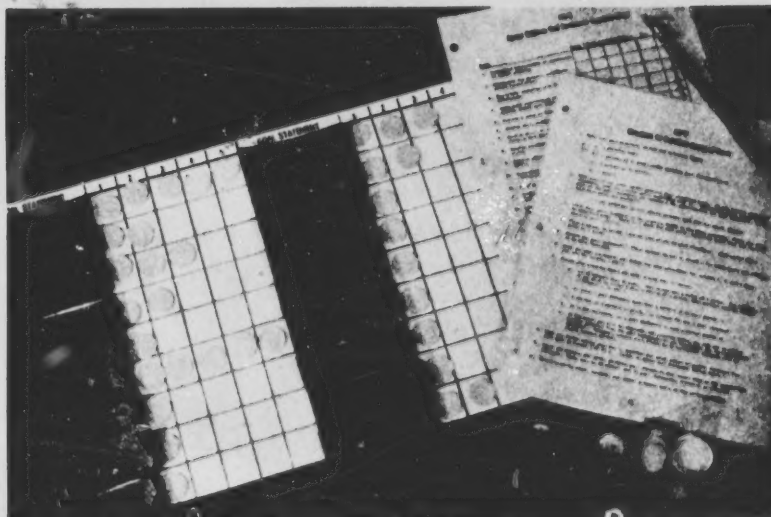
FIELD TESTS

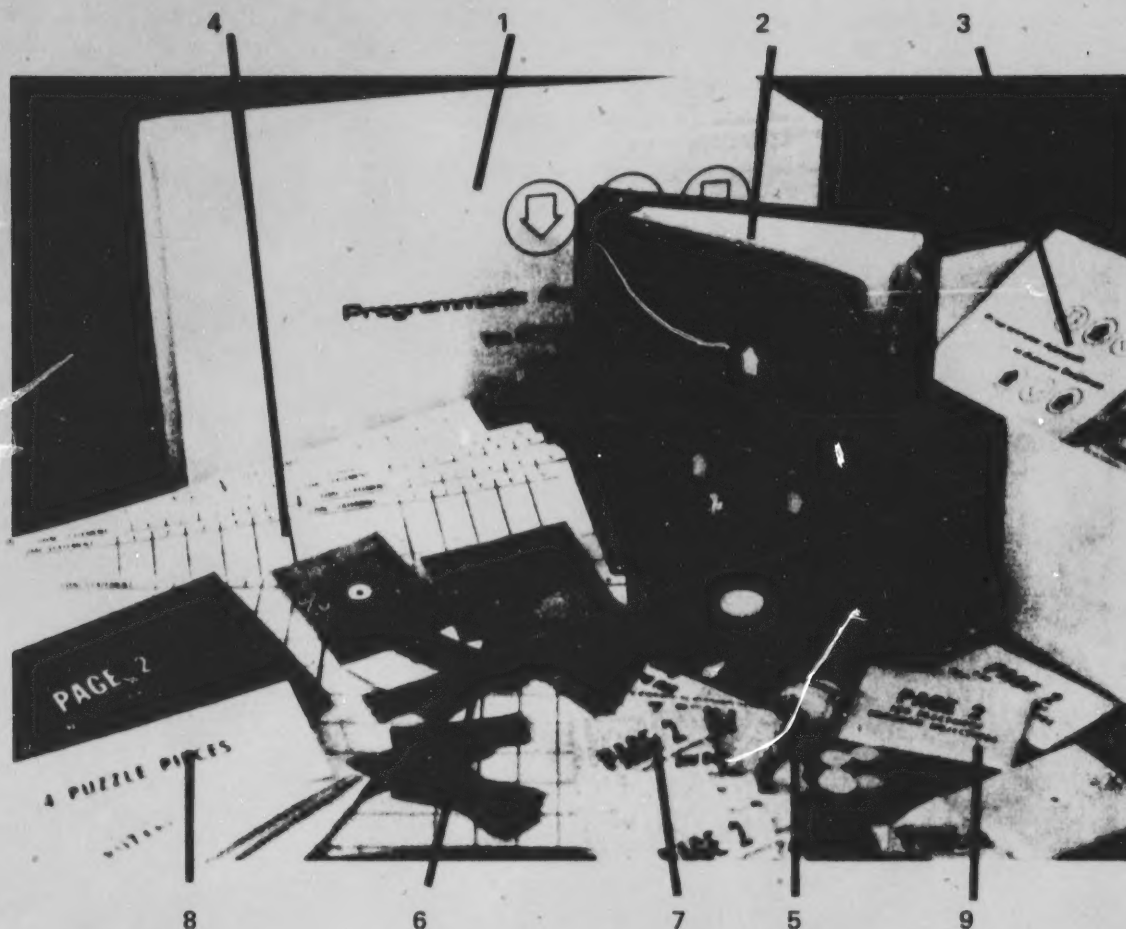
PAGE 2 materials were field tested in three five-day inservice programs in three Illinois school districts during 1976. (See bibliography for report.) Planning materials have been used to develop state plans in other program areas in Alaska and have been used by a number of committees and school systems to plan educational programs.

BIBLIOGRAPHY

Peterson, M. P.; Treichel, J. M.; Felstehausen, J. T.; and Wiessmann, S. B. *Programmatic Approach to Guidance Excellence (PAGE 2)*. Final Report. Eastern Illinois University, Charleston, IL. 1977.

Planning boards, goal statement cards and markers are provided for use in ranking goals for career guidance programs. Hand-outs explain how to use planning boards and help summarize the ranking of goals.





The package consists of the items identified on the following page.

The Facilitator's Handbook is a guide and resource for the planning committee leader, inservice training leader, or course instructor. Tabs in the three-ring heavy-duty vinyl-covered binder divide the six sections explained below.

The first three sections, Modules I, II, III, include two or more self-contained lessons which incorporate a variety of activities. The activities include a missing square puzzle group activity and individual/group use of planning boards, goal statements, and markers. The lessons each have a basic format, including goals, time required, materials used (such as handouts, transparencies), procedures. Selected lessons include lecturettes which provide information about planning for career guidance, needs assessment, curriculum-based career guidance programs and job placement.

The complete package consists of the following items packed in (1) a study cardboard box:

No.	Quantity	Item and Description
2	1	<i>Facilitator's Handbook</i> (10-3/4" x 11-1/3" 3-ring heavy-duty binder) contains: • <i>Introduction</i>. Provides an overview and contents inventory of PAGE 2, explanations of lesson format, coding of materials, recommended time schedule, pre-workshop strategies, news release, and workshop registration forms. (31 pages) • <i>Evaluation</i>. Contains evaluation techniques to assess overall instructional effectiveness and attainment of lesson goals in PAGE 2. (16 pages) • <i>Module 1: Planning a Career Guidance Program</i>. Provides information and activities for understanding trends in career guidance, importance of planning, goals of a comprehensive career guidance system, relationship of goals and needs, needs assessment, designing a career guidance program, and evaluation of career guidance programs. (79 pages) • <i>Module 2: Implementation Approaches for a Curriculum-Based Career Guidance Program</i>. Provides information and activities for understanding basic approaches of implementation and their application to a school setting. (22 pages) • <i>Module 3: Establishing Objectives for a Comprehensive Job Placement Program</i>. Provides information and activities for understanding comprehensive job placement programs, objectives, scope of services, organizational patterns, and trends. Helps participants determine a plan of action to establish priorities and implement a job placement program. (38 pages) • <i>Masters</i>. Contains a camera-ready master copy of each evaluation instrument, each handout, and each transparency included in Modules 1-3. (61 pages)
3	1	<i>Technical Report</i> . Cites procedures and results of PAGE 2 field testing.
4	28	<i>Planning Boards</i> . Sturdy paper.
5	28	<i>Sets of Markers</i> (45) for planning boards.
6	28	<i>Sets of Career Guidance Goal Statements</i> (18).
7	28	<i>Sets of Career Guidance Goal Card Sort Decks</i> .
8	2	<i>Sets of Missing Square Puzzle Materials</i> .
9	7	<i>Sets of Job Placement Program Objectives</i> (18).

The package also includes an envelope of extra supplies, such as markers and blank cards.

CHAPTER III

The PAGE 2 Workshops

Two key objectives included in the project had to be successfully completed because fulfillment of other objectives was dependent upon them. As stated in the proposal, the two objectives were:

- to train ten facilitators (one from each of ten states) who will instruct personnel in school districts on the use of a planning model
- to prepare educational and community personnel in the use of guidance and counseling planning tools.

Planning by the staff during the initial stage of the project centered around the selection of facilitators, training the facilitators in the use of the PAGE 2 model, establishing guidelines for selecting local school district sites, and developing the forms and procedures needed for consistency in data collection. And, finally, following-through on conducting the PAGE 2 workshops.

Facilitator Selection

State directors of vocational education or other identified career guidance contact persons in all states and trust territories were asked to recommend individuals as workshop facilitators that they knew to be working in the program area of career guidance and who possessed effective facilitative skills. Nominations of persons working at different levels of education were encouraged (state department, local education agency, university, and area educational agencies). Administrative personnel from twenty-four states responded with the names of one or more individuals they wished to have considered for project involvement.

The identification process for facilitators included criteria pertaining to both the state and the individual. An effort was made to obtain a geographical distribution of states for participation whose state priorities and programs were compatible with the purposes and objectives of the OPT project.

Ten facilitators, one from each of ten states, were selected for project participation. Facilitators selected indicated a high degree of interest in providing inservice activities for educational and community personnel which would enable them to use methods and strategies for planning career guidance programs. All persons also presented evidence of: (1) positive leadership experiences in their state with inservice workshops and innovative programs; and (2) established working relationships with local districts.

PAGE 2 Planning Model

The *Programmatic Approach to Guidance Excellence* (PAGE 2) materials were developed to guide the systematic planning of comprehensive kindergarten through adult career guidance programs. With funds provided by the United States Office of Education (USOE), Bureau of Occupational and Adult Education, PAGE 2 project personnel designed and tested an approach that would help local, regional, and state planning committees define and plan a comprehensive career guidance and counseling program.

A planning model is an orderly set of procedures with specific steps for accomplishing tasks necessary for systematic planning. Seven tasks are involved in the actual planning of a career guidance program:

1. Defining, stating and/or ranking *Goals* or objectives for the career guidance program.
2. Identifying *Needs* as perceived by students, school staff, community/parents, and/or graduates.
3. Identifying *Resources* of the school and community available/usable for the career guidance program.
4. Developing *Objectives* for the career guidance program, usually by analyzing the goals in relation to the needs and resources.
5. Selecting appropriate *Methods* or strategies for meeting these objectives.
6. Explaining/discussing *Implementation* of these methods.
7. Procedures of *Evaluation*, both ongoing (formative) and concluding (summative).

The PAGE 2 materials emphasize a team approach for planning. A mix of administrators, teachers, counselors, support personnel, parents, and community persons are taken through a team process that begins in *Module I* (Planning a Career Guidance Program) with an activity designed to illustrate the need for explicit communication between program planners and program implementers.

The activities that follow bring into focus the scope of a comprehensive guidance, counseling, placement, and follow-through program. Participants arrive at a group consensus as to what the career guidance program goals of their district or agency "ought to be" by rating and discussing the following eighteen goals for comprehensive career guidance programs:

1. Understand relationship of curriculum to career planning

2. Understand how economic conditions affect career plans
3. Appreciate community role in career development
4. Understand significance of social systems within work settings
5. Acquire a sense of independence
6. Develop decision-making skills
7. Develop skills to cope with a changing work world
8. Develop awareness of preferred lifestyles
9. Acquire effective interpersonal skills
10. Understand and appreciate the discipline of work
11. Develop career planning skills
12. Implement educational and job placement goals
13. Appreciate parental role in career development
14. Develop a positive self concept
15. Locate and use sources of occupational information
16. Develop positive attitudes toward work
17. Develop values clarification skills
18. Value human dignity

The steps to obtain group consensus begin with individuals rating each of the eighteen career guidance goals on a 0 - 5 (low to high) point scale. Groups of four to seven individuals are then formed. Each group arrives at a group total point value for each goal. The group consensus point values for each goal are then totaled and the totals ranked in priority order with the highest total being goal one and so forth.

Activities systematically move participants from basic concepts to more sophisticated levels of planning. After describing what they want to accomplish (goal setting), participants identify those parts of a career guidance program that are already in operation. Judgments are made about the effectiveness of these program components and the discrepancies between what "ought to be" and "what is" are identified.

The assessment information is used to establish priorities for program implementation, to select three of the goals that have been identified as high priority needs, and to write a rationale requesting administrative support for efforts in these areas.

Next, participants identify the steps needed to implement the three selected goals, assign responsibility to individuals for each step, estimate the costs, and describe the outcomes they expect to result from each effort. Then initial planning for the evaluation of a career guidance program is conducted.

Module II provides an opportunity for discussion of implementation approaches for a curriculum-based career guidance program. Activities include the application of the separate class, infusion, career center, and various combinations of these approaches to a school setting.

Module III concentrates on planning and implementing a job placement program. Following the planning procedures established in the first module, the participants are provided information and activities for understanding the scope of job placement programs, organizational patterns, and trends occurring in job placement.

The instructional modules lend themselves to modification which meet the needs of a variety of groups. Designed for maximum flexibility, the materials are appropriate for both preservice and inservice instruction in teacher education, administration, vocational education, and counselor education programs.

The instructional resource package consists of the following items:

- 1 Facilitator's Handbook
- 28 Planning Boards
- 28 Career Guidance Goals Card Sort Decks
- 28 Sets of Career Guidance Goal Statements
- 28 Sets of Markers
- 7 Sets of Job Placement Objectives
- 2 Group Activities Emphasizing the Team Approach in Planning
- 1 Technical Report

To fulfill the purposes of the OPT Project all facilitators were requested to use Module I at each site and then exercise the option of using other parts of the materials as planning session time permitted.

The PAGE 2 Training Session

A training session for the ten facilitators was conducted by the project staff during the period of April 9 - 11, 1978. Arrangements were made to hold the session at the Hilton Inn in St. Louis, Missouri, since persons attending were coming from Alaska, Arizona, Florida, Idaho, Illinois, Indiana, Louisiana, Nebraska, Ohio, and Oklahoma.

An invitation was sent to Dr. Ronald McCage, manager of the Research and Development Section, Illinois Department of Adult, Vocational and Technical Education to attend the session along with members of the Illinois Office of Education whom he might designate. Illinois was demonstrating its commitment to the importance and need for comprehensive career guidance programs for youth and adults by funding a special project in late March 1978 involving the PAGE 2 materials and the newly organized nineteen career guidance centers in Illinois. The project was entitled: "Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement, and Follow-Through in Illinois." Charles O. Gordon from the University of Illinois was also invited to participate in the training session since he was to serve as coordinator of the project.

The OPT participants in the PAGE 2 training session were provided with sets of the PAGE 2 materials and in addition to the facilitator's handbook, each was given a loose-leaf notebook describing some of the procedures, strategies, and evaluation techniques used in successful PAGE 2 workshops.

The following pages include a brief program copy of the training session schedule, a listing of the OPT Project staff, a list of the OPT Project workshop facilitators and guests and/or observers at the session.

OPTIMIZING PLANNING TECHNIQUES (OPT) FOR COMPREHENSIVE SYSTEMS
OF GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROJECT

TRAINING SESSION

APRIL 9-11, 1978

HILTON INN, ST. LOUIS, MISSOURI

AGENDA

Sunday

7:00-8:30 Welcome, Introductions, and Project Overview
Marla Peterson, Marlowe Slater, Jan Treichel

Monday

8:30-10:15 Module I - Planning a Career Guidance Program
Marla Peterson, Jan Treichel

10:15-10:30 Break

10:30-12:00 Module I - Planning a Career Guidance Program (Continued)
Module I Evaluation Procedures
Marla Peterson, Jan Treichel

12:00-1:30 Lunch

1:30-2:30 Module II - Implementation Approaches for a Curriculum-Based
Career Guidance Program
Module II Evaluation Procedures
Betty Newlon, Marla Peterson

2:30-3:30 Module III - Planning a Job Placement Program
Module III Evaluation Procedures
Jan Treichel

3:30-3:45 Break

3:45-5:00 Facilitator Procedures, Strategies, and Evaluation
Kathy O'Hara, Marla Peterson, Marlowe Slater, Jan Treichel

5:00-7:00 Dinner

7:00-8:30 Alternate Planning Models
Ida Halasz

8:30-10:00 Social

Tuesday

- 8:30-10:15 Facilitator Procedures, Strategies, and Evaluation (Continued)
Marla Peterson, Marlowe Slater, Jan Treichel
- 10:15-10:30 Break
- 10:30-12:30 Facilitator Procedures, Strategies, and Evaluation (Conclusion)
Marla Peterson, Marlowe Slater, Jan Treichel

OPT PROJECT STAFF

The University of Illinois

Dr. Marlowe Slater
Director
OPT Project
The University of Illinois
345 Education Building
Urbana, Illinois 61801
(217-333-0807)

Ms. Kathleen O'Hara
Graduate Assistant
OPT Project
The University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217-333-7228)

Dr. Janet Treichel
Principal Investigator
OPT Project
The University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217-333-7228)

Mrs. Sharon Wieseemann
Secretary
OPT Project
The University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217-333-7228)

The Ohio State University

Dr. Marla Peterson
OPT Director (OSU-CVE)
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614-486-3655)

Ms. Ida Halasz
Graduate Research Associate
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614-486-3655)

OPT PROJECT WORKSHOP FACILITATORS

Mrs. Rosa T. Brown
Department of Career Guidance
and Counseling
925-C Miccosukee Road
Tallahassee, Florida 32303

Dr. Ron Daugherty
Alaska Center for Staff Development
650 International Airport Road
Anchorage, Alaska 99502

Dr. Stephen Feit
Counselor Education and Special
Education
Idaho State University
Pocatello, Idaho 83209

Ms. Fair C. King
Louisiana Department of Education
Bureau of Student Services
P. O. Box 44064
Baton Rouge, Louisiana 70804

Mrs. Evelyn Lavaty
Special Vocational Needs
Nebraska Department of Education
Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

Mr. Leslie V. Miller
Oklahoma State University
Research and Evaluation Division
Occupational and Adult Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Dr. Betty J. Newlon
College of Education, Room 206
University of Arizona
Tucson, Arizona 85721

Ms. Kim A. Powers
Department of Public Instruction
Division of Vocational Education
120 West Market Street, 16th Floor
Indianapolis, Indiana 46204

Ms. Carol Ritz
Career Development Service
Ohio Department of Education
Columbus, Ohio 43215

Mrs. Carol Sanders
Career Education Projects
Room 210, Buzzard Education Building
Eastern Illinois University
Charleston, Illinois 61920

OPT GUESTS AND/OR OBSERVERS

Ms. Joan M. Gardner
Educational Administrator
Special Programs Section
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Mr. Charles O. Gordon
Department of Vocational
and Technical Education
University of Illinois
347 Education Building
Urbana, Illinois 61801

Ms. Nancy Harris
Contract Administrator
Research and Development Unit
Department of Adult, Vocational
and Technical Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Dr. Ronald McCage, Manager
Research and Development Unit
Department of Adult, Vocational
and Technical Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Forms and Procedures

Special reporting forms and procedures were developed during the project for use by the PAGE 2 facilitators. The forms and procedures were designed to assist the facilitators and to insure a degree of consistency in reporting data to the project staff.

Several selected forms are included in this section of the report for informational purposes. Interested individuals may contact Dr. Janet Treichel, Department of Vocational and Technical Education, University of Illinois, 347 Education Building, Urbana, Illinois 61801, if more information is desired. An indication of the kinds and types of forms used appear in the form entitled "Workshop Facilitation Procedures and Time Log."

Illustrated on the following pages are some of the forms provided to the facilitators. They include sample forms listed as:

- Workshop Facilitation Procedures and Time Log
- Notification of Workshop
- Authorization Letter
- Demographic Data for District
- Workshop Evaluation

WORKSHOP FACILITATION PROCEDURES AND TIME LOG

Procedure to be followed by facilitator:		Workshop 1 <u>(Site)</u> (Enter date each procedure is accomplished.)	Workshop 2 <u>(Site)</u>	Workshop 3 <u>(Site)</u>
1. Select site.	Keep Anecdotal Log			
2. Select local contact person.				
3. Select date for workshop.				
4. Complete "Notification of Workshop" form. (Send immediately to: Dr. Jan Treichel, Principal Investigator, OPT Project, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.)	Keep Anecdotal Log			
5. Obtain authorization letter from school district. (Send immediately to: Dr. Marlowe Slater, 345 Education Building, University of Illinois, Urbana, Illinois 61801.)				
6. Furnish local contact person with 30 copies of workshop flyer.				
7. Send "Demographic Data for District" form to local contact person and inform local contact person of criteria for workshop participant mix.	Keep Anecdotal Log			
8. Receive list of workshop participants (names and addresses) from local contact person.				
9. Receive "Demographic Data for District" form from local contact person				
10. Send "Workshop Participant Information" form to identified participants. (Give participants a deadline date for return to either workshop facilitator or local contact person.)	Keep Anecdotal Log			
11. Receive "Workshop Participant Information" form from participants.				

Procedure to be followed by facilitator:		Workshop 1	Workshop 2	Workshop 3
		(Site)	(Site)	(Site)
		(Enter date each procedure is accomplished.)		
12. Double check date, time, place, and names of participants with local contact person.	Keep Anecdotal Log			
13. Finalize local arrangements (appropriate rooms, equipment, etc.)				
14. Plan workshop activities. ("Introductory" section of Career Guidance Facilitator's Handbook will provide some additional information.)	Keep Anecdotal Log			
15. Inventory Instructional Resource Package. (See "Instructional Resource Package Inventory" form, page 25, Career Guidance Facilitator's Handbook.)				
16. Make note of all materials and equipment needed for workshop and assure availability of such. (See "Materials and Equipment Checklist," page 26, Career Guidance Facilitator's Handbook.)	Keep Anecdotal Log			
17. Select handouts to be used in workshop and determine quantity needed. (See "Handout Checklist," pages 27-28, Career Guidance Facilitator's Handbook.)				
18. Prepare transparencies to be used in workshop.	Keep Anecdotal Log			
19. Check to see that all preparation is completed.				
20. Conduct workshop (all workshops should be completed by September 30, 1978). During the course of the workshop collect documents indicated on "Handout Collection Sheet."	Keep Anecdotal Log			
21. Have participants complete "Workshop Evaluation" form. (EV 5, page 48, Career Guidance Facilitator's Handbook)				

Procedure to be followed by facilitator:		Workshop 1 <u>(Site)</u>	Workshop 2 <u>(Site)</u>	Workshop 3 <u>(Site)</u> (Enter date each procedure is accomplished.)
22. Mail (certified mail--return receipt requested) the following to: Dr. Jan Treichel, Principal Investigator, OPT Project, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (no later than two (2) days after completion of workshop): a. "Demographic Data for District" form b. "Workshop Participant Information" form (1 for <u>each</u> person in workshop) c. Handouts collected during each lesson (as per step 20). All handouts should be placed in folders and labeled with the following: (1) Location of Site (2) Date of Workshop (3) Name of Facilitator d. "Workshop Evaluation (EV 5)" forms (1 per participant) e. Facilitator's Anecdotal Log (from first contact with local district to conclusion of workshop) 23. Receive debriefing call from OPT Project personnel	Keep Anecdotal Log Keep Anecdotal Log			

(Date)

NOTIFICATION OF WORKSHOP

Dr. Janet Treichel
Principal Investigator
OFI Project
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

Dear Jan:

A workshop focusing on planning comprehensive programs of career guidance has been scheduled with the following school district:

Complete School Address: _____
(Name of School)

(Address)

(City) (State) (Zip)

School Telephone Number (Include Area Code) _____

Local District Contact Person _____
(Name)

(Title)

Responsible School Authority _____
(Name)

(Title)

Grade Level Responsibilities of Education Participants _____
(K-6, 7-12, 9-12, K-12, K-adult, etc.)

Workshop Dates _____
(Month, Days, Year)

Anticipated Meeting Schedule _____
(Date and Meeting Hours)

(Date and Meeting Hours)

(Date and Meeting Hours)

Sincerely,

sbw

AUTHORIZATION LETTER

Ask each district to submit the following letter on their letterhead stationery to:

Dr. Marlowe Slater
345 Education Building
University of Illinois
Urbana, Illinois 61801

and send a
carbon copy
to:

Facilitator's Name

Street

City State Zip

Dr. Marlowe Slater
345 Education Building
University of Illinois
Urbana, Illinois 61801

Dear Dr. Slater:

Our school district is happy to participate in the Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through Project. We understand that personnel from our school district, community members, and parents will be participating in the workshop activities which will involve planning a comprehensive career guidance program.

In addition, we understand that staff members from the OPT Project may be visiting our district after the workshop for followup purposes. This will include communicating with some of the workshop participants. I understand that you will notify me in advance of your visit.

_____ will be our local contact person.

Sincerely,

Superintendent of Schools

DEMOGRAPHIC DATA FOR DISTRICT

School District _____ Date _____

Compiled by _____ Position _____

Responsible School Authority _____ Title _____

Entire district population _____ according to 19__ census data

Mean income of population _____ Range of incomes of population _____

Classification of community:

_____ Rural (up to 9,000 pop.)

_____ Rurban (9,000-100,000 pop.)

_____ Suburban (adjacent to major metro-
politan areas)

_____ Metropolitan (100,000+ pop.)

Other appropriate socio-economic designations:

Largest employers in the community:

Institutions of higher education in the community:

Number of elementary schools (K-6) _____ Number of Teachers _____ Counselors _____

Number of students enrolled _____

Number of middle/jr. high schools (7-9) _____ Number of Teachers _____ Counselors _____

Number of students enrolled _____

Number of high schools (10-12) _____ Number of Teachers _____ Counselors _____

Number of students enrolled _____

Per Pupil Expenditure _____ Number of students on free lunches _____

Average daily attendance _____

Evidence of commitment to career guidance/career education. (Examples: System-wide com-
mittee formed? School committee formed? Official statement by School Board? Other
evidence of commitment?)

List any district career guidance/career education workshops, inservice programs, etc. in
which district personnel have been involved.

<u>Topic Covered</u>	<u>Who Attended</u>	<u>Grade Level</u>	<u>Length of Time</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

EV 5

Workshop Evaluation

We would like to determine if: (1) the workshop met your needs.
 (2) the workshop design and activities were appropriate for achieving workshop objectives.

Directions: Please circle the number which best expresses your reaction to each of the items below. Space for your comments is provided on the bottom portion of the page.

- | | | | | | | | | |
|--|-----------------|---|---|---|---|---|---|---------------------|
| 1. The objectives of the workshop were: | Clearly Evident | 7 | 6 | 5 | 4 | 3 | 2 | Vague
1 |
| 2. The organization of the workshop was: | Excellent | 7 | 6 | 5 | 4 | 3 | 2 | Poor
1 |
| 3. Workshop materials and activities were: | Interesting | 7 | 6 | 5 | 4 | 3 | 2 | Dull
1 |
| 4. The scope of the coverage was: | Adequate | 7 | 6 | 5 | 4 | 3 | 2 | Inadequate
1 |
| 5. My attendance at the workshop should prove: | Beneficial | 7 | 6 | 5 | 4 | 3 | 2 | Not Beneficial
1 |
| 6. Overall, I thought this workshop was: | Excellent | 7 | 6 | 5 | 4 | 3 | 2 | Poor
1 |

The stronger workshop features were: _____

The weaker workshop features were: _____

Comments: _____

Summary of the PAGE 2 Workshops

This section of the report includes a brief one-page summary report of the thirty PAGE 2 workshops held in the ten participating states. They are arranged in a state alphabetical listing, i.e. Alaska (3), Arizona (1), Florida (2), Idaho (3), Illinois (6), Indiana (3), Louisiana (3), Nebraska (3), Ohio (5), and Oklahoma (1).

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Anchorage School District
4600 DeBarr Road
Anchorage, Alaska 99504

Workshop Dates-----September 19, 1978

PAGE 2 Facilitator-----Ron Daugherty

Local Contact Person-----Carl Lamar

Number of Workshop Participants-----11

Composition: Administrators-----1

Counselors-----10

Teachers:

Elementary-----0

Jr. High-----0

High School-----0

School Support

Personnel-----0

Parents-----0

Community

Members-----0

Top Ranked Career Guidance Goals

Data not available

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives

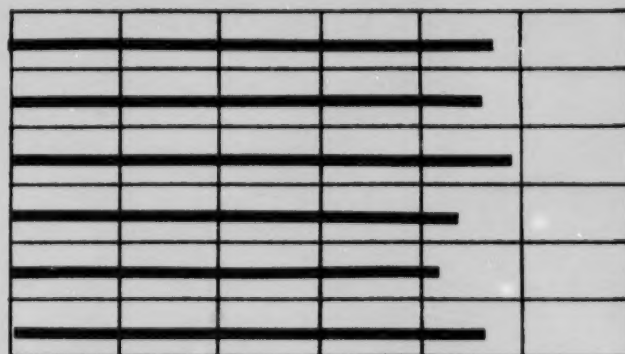
2. Organization

3. Materials and Activities

4. Scope

5. Benefit

6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Hoonah High School
P. O. Box 157
Hoonah, Alaska 99829

Workshop Dates-----September 22-23, 1978

PAGE 2 Facilitator-----Ron Daugherty

Local Contact Person-----Tom Budd (Principal)

Number of Workshop Participants-----13

Composition: Administrators-----1

Counselors-----0

Teachers:

Elementary-----0

Jr. High-----1

High School-----10

K-12-----1

School Support
Personnel-----0

Parents-----0

Community
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Develop decision-making skills (6)
- Third - Acquire effective interpersonal skills (9)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives

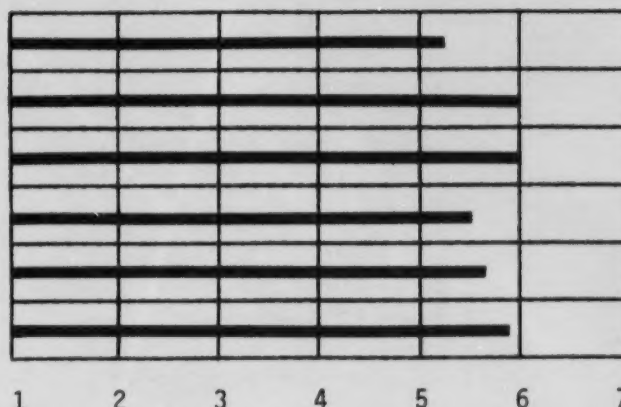
2. Organization

3. Materials and Activities

4. Scope

5. Benefit

6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Matanuska-Susitna Borough
School District
Palmer, Alaska 99645

Workshop Dates-----December 14, 15, 1978

PAGE 2 Facilitator-----Ron Daugherty

Local Contact Person-----Brad Snodgrass

Number of Workshop Participants-----20

Composition: Administrators-----3

Counselors-----4

Teachers:

Elementary-----1

Jr. High-----2

High School-----4

Teacher/

Counselor-----2

School Support
Personnel-----0

Parents-----1

Community
Members-----1

Teacher, K-12-----1

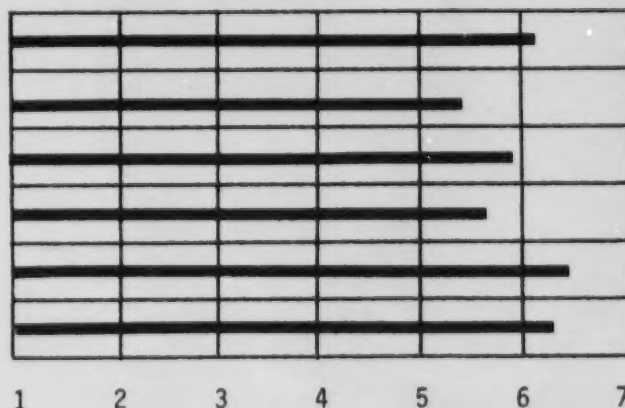
Teacher, 7-12-----1

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Ganado Public Schools
District #19
Ganado, Arizona 86505

Workshop Dates-----October 9, 1978

PAGE 2 Facilitator-----Betty Newlon

Local Contact Person-----Sharon Igou

Number of Workshop Participants-----28

Composition: Administrators-----3

Counselors-----1

Teachers:

Elementary-----0

Jr. High-----0

High School-----23

School Support

Personnel-----1

Parents-----0

Community

Members-----0

Top Ranked Career Guidance Goals

Data not available

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives

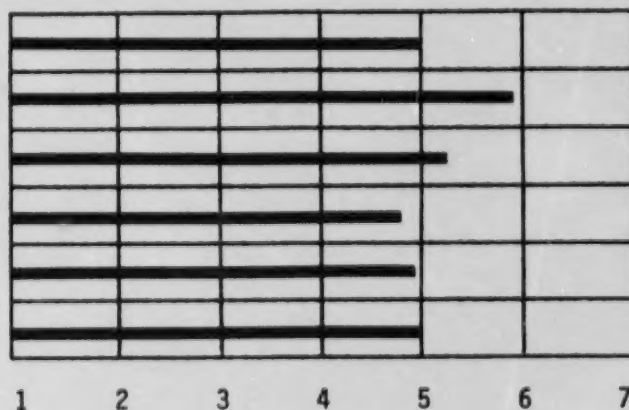
2. Organization

3. Materials and Activities

4. Scope

5. Benefit

6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Jefferson County School District
Box 499
Monticello, Florida 23344

Workshop Dates-----November 11, 1978

PAGE 2 Facilitator-----Rosa Brown

Local Contact Person-----Albert Thomas

Number of Workshop Participants-----19

Composition: Administrators-----1

Counselors-----1

Teachers:

Elementary-----3

Jr. High-----8

High School-----2

EMH-----1

School Support

Personnel-----1

Parents-----1

Community

Members-----1

Top Ranked Career Guidance Goals

Data not available

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives

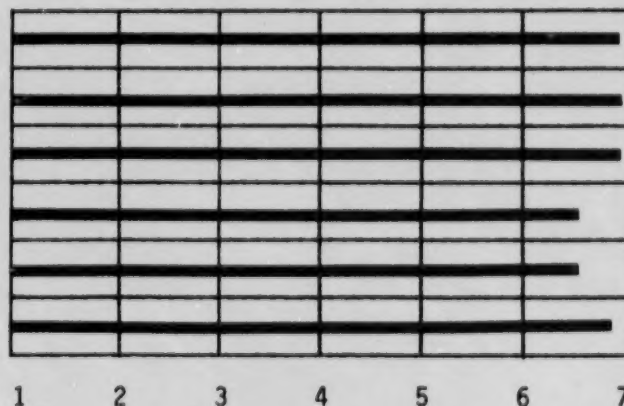
2. Organization

3. Materials and Activities

4. Scope

5. Benefit

6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Leon District Schools
2757 West Pensacola Street
Tallahassee, Florida 32304

Workshop Dates-----June 28-29, 1978

PAGE 2 Facilitator-----Rosa Brown

Local Contact Person-----Rosa Brown

Number of Workshop Participants-----19

Composition: Administrators-----1

Counselors-----4

Teachers:

Elementary-----0

Jr. High-----3

High School-----1

Student-----1

School Support

Personnel-----0

Parents-----2

Community

Members-----1

Occupational Placement

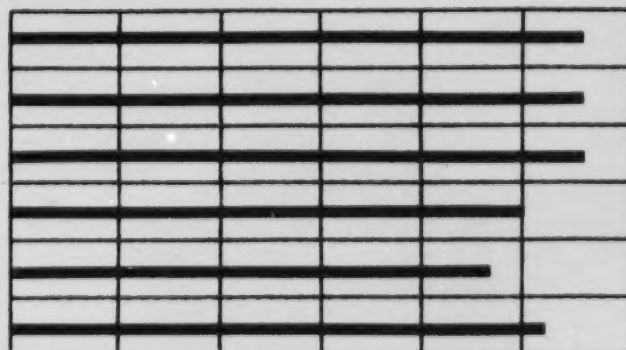
Specialist-----6

Top Ranked Career Guidance Goals

- First - Understanding relationship of curriculum to career planning (1)
- Second - Acquire effective interpersonal skills (9)
- Develop a positive self concept (14)
- Third - Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

- 1. Objectives
- 2. Organization
- 3. Materials and Activities
- 4. Scope
- 5. Benefit
- 6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Boise Independent School District
1207 Fort Street
Boise, Idaho 83702

Workshop Dates-----September 15, 16, 29, 30, 1978

PAGE 2 Facilitator-----Steve Feit

Local Contact Person-----George Washburn

Number of Workshop Participants-----10

Composition: Administrators-----1

Counselors-----3

Teachers:

Elementary-----5

Jr. High-----1

High School-----0

School Support
Personnel-----0

Parents-----0

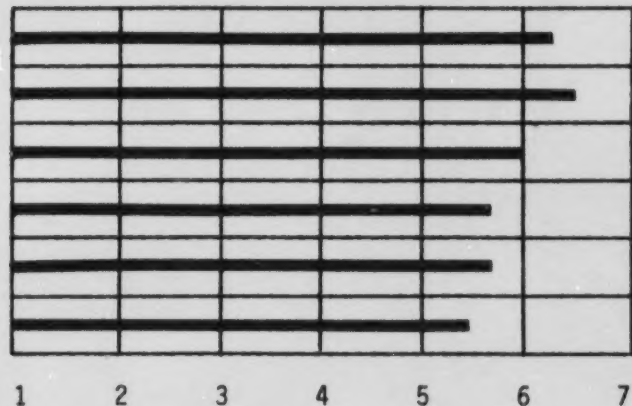
Community
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Boise Independent School District
1207 Fort Street
Boise, Idaho 83702
(Second workshop)

Workshop Dates-----October 4, 5, 1978

PAGE 2 Facilitator-----George Washburn

Local Contact Person-----George Washburn

Number of Workshop Participants-----20

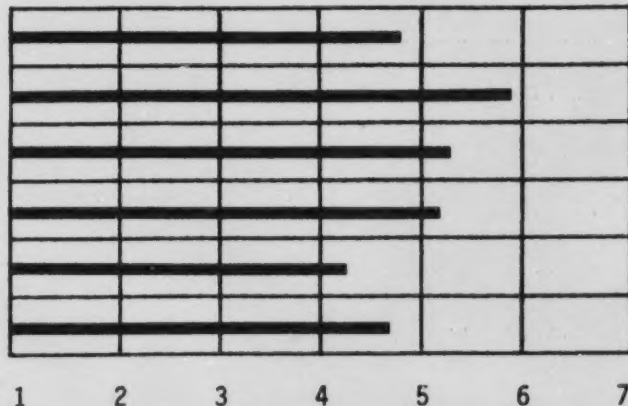
Composition: Administrators-----2	School Support Personnel-----3
Counselors-----3	Parents-----0
Teachers:	Community Members-----0
Elementary-----1	
Jr. High-----0	
High School-----11	

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop decision-making skills (6)
- Develop positive attitudes toward work (16)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Pocatello School District #25
3115 Poleline Road
P. O. Box 1390
Pocatello, Idaho 83201

Workshop Dates-----October 9, 11, 16, 18

PAGE 2 Facilitator-----Steve Feit

Local Contact Person-----Phil Burkhart

Number of Workshop Participants-----13

Composition: Administrators-----1

Counselors-----5

Teachers:

Elementary-----2

Jr. High-----2

High School-----3

School Support

Personnel-----0

Parents-----0

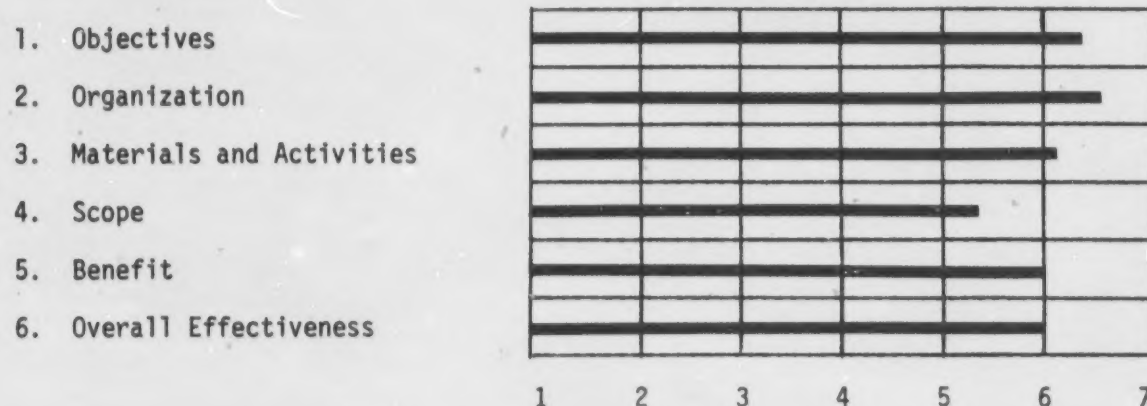
Community

Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Develop decision-making skills (6)
- Third - Acquire effective interpersonal skills (9)
- Acquire a sense of independence (5)

Evaluation Summary of Workshop as Completed by the Participants



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Flora Community Unit School
District 35
509 South Locust Street
Flora, Illinois 62839

Workshop Dates-----August 21, 22, 1978

PAGE 2 Facilitator-----Carol Sanders

Local Contact Person-----Carl House

Number of Workshop Participants-----25

Composition: Administrators-----2

Counselors-----2

Teachers:

Elementary-----11

Jr. High-----3

High School-----5

School Support

Personnel-----2

Parents-----0

Community

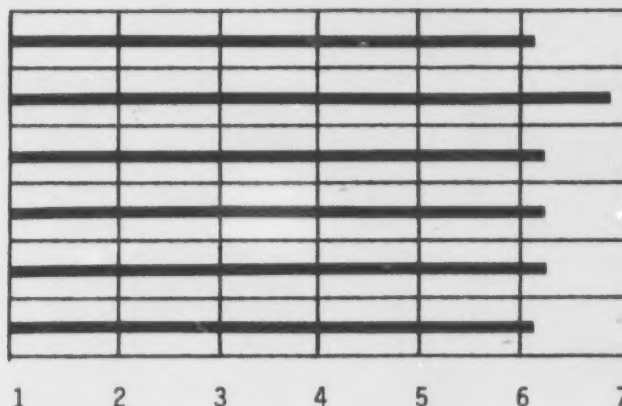
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Develop positive attitudes toward work (16)
- Third - Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Lake Zurich Community Unit Schools
300 Church Street
Lake Zurich, Illinois 60047

Workshop Dates-----September 21, 22, 23, 1978

PAGE 2 Facilitator-----Marilyn Van De Mark
Carol Sanders

Local Contact Person-----Jerry Gudauskas

Number of Workshop Participants-----28

Composition: Administrators-----1

Counselors-----1

Teachers:

Elementary-----10

Jr. High-----7

High School-----7

School Support

Personnel-----0

Parents-----1

Community

Members-----1

Top Ranked Career Guidance Goals

First - Develop a positive self concept (14)

Second - Develop decision-making skills (6)

Third - Develop positive attitudes toward work (16)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives

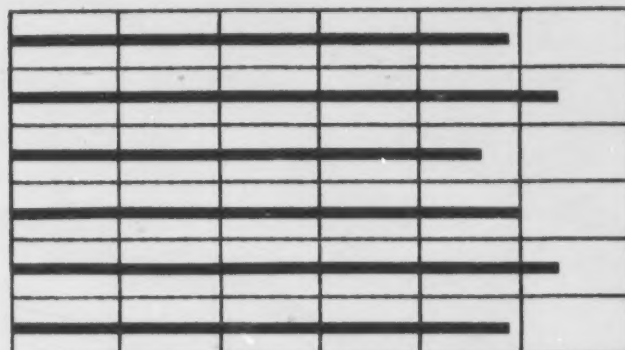
2. Organization

3. Materials and Activities

4. Scope

5. Benefit

6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Mundelein High School
1350 West Hawley Street
Mundelein, Illinois 60060

Workshop Dates-----May 3, 4, 5, 1979

PAGE 2 Facilitator-----Jane Falls

Local Contact Person-----

Number of Workshop Participants-----25

Composition: Administrators-----0

Counselors-----1

Teachers:

Elementary-----3

Jr. High-----0

High School-----8

School Support
Personnel-----5

Parents-----4

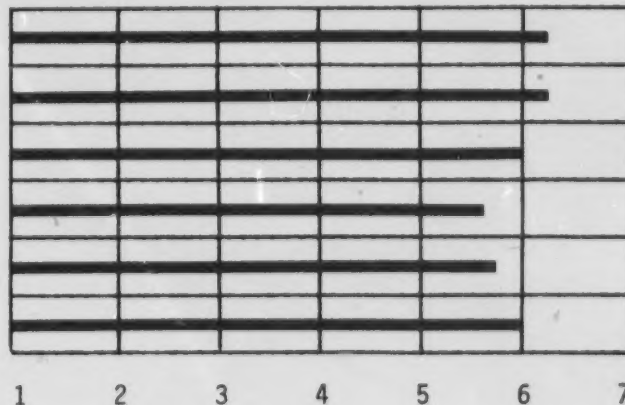
Community
Members-----4

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Develop decision-making skills (6)
- Third - Acquire effective interpersonal skills (9)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Ramsey Community Unit Schools
Ramsey, Illinois 62080

Workshop Dates-----July 11, 12, 1978

PAGE 2 Facilitator-----Carol Sanders

Local Contact Person-----Sharon Full

Number of Workshop Participants-----20

Composition: Administrators-----2

Counselors-----4

Teachers:

Elementary-----4

Jr. High-----1

High School-----2

Postsecondary-----1

School Support

Personnel-----1

Parents-----2

Community

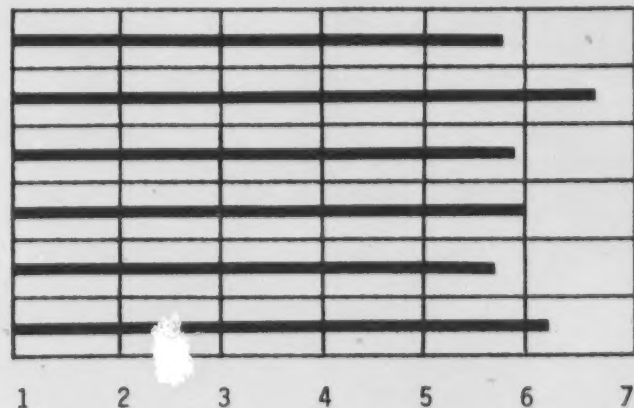
Members-----3

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

- 1. Objectives
- 2. Organization
- 3. Materials and Activities
- 4. Scope
- 5. Benefit
- 6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Moulton School
1101 West North 6th Street
Shelbyville, Illinois 62565

Workshop Dates-----August 14, 15, 1978

PAGE 2 Facilitator-----Carol Sanders

Local Contact Person-----Helen Harless

Number of Workshop Participants-----17

Composition: Administrators-----0

Counselors-----2

Teachers:

Elementary-----4

Jr. High-----4

High School-----6

School Support

Personnel-----0

Parents-----1

Community

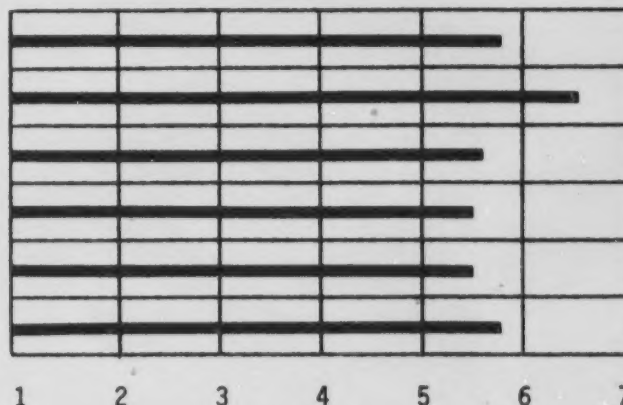
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
Develop positive attitudes toward work (16)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Thornton Community High School
151st Street and Broadway
Harvey, Illinois 60426

Workshop Dates-----June 14, 1978

PAGE 2 Facilitator-----Diane Kjos

Local Contact Person-----Joseph James

Number of Workshop Participants-----18

Composition: Administrators-----1

Counselors-----8

Teachers:

Elementary-----0

Jr. High-----0

High School-----3

School Support

Personnel-----2

Parents-----0

Community

Members-----4

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Implement educational and job placement goals (12)
- Third - Understanding relationship of curriculum to career planning (1)
- Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

- 1. Objectives
- 2. Organization
- 3. Materials and Activities
- 4. Scope
- 5. Benefit
- 6. Overall Effectiveness

Data not available

1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Gary Community School Corporation
Gary Area Career Center
1800 East 35th Avenue
Gary, Indiana 46409

Workshop Dates-----October 23, 24, 1978

PAGE 2 Facilitator-----Esteline Bradley

Local Contact Person-----Jewett White

Number of Workshop Participants-----26

Composition: Administrators-----2

Counselors-----11

Teachers:

Elementary-----0

Jr. High-----4

High School-----1

School Support

Personnel-----8

Parents-----0

Community

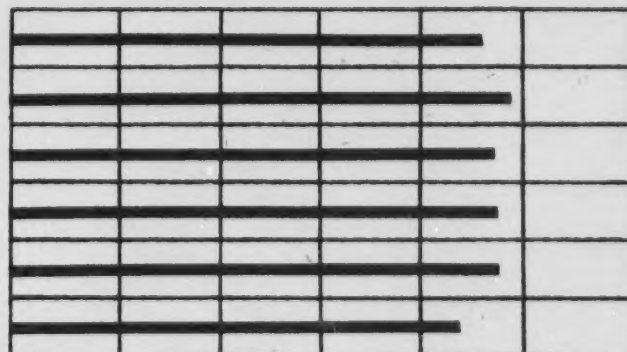
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Develop decision-making skills (6)
- Third - Acquire effective interpersonal skills (9)
- Develop values clarification skills (17)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Four County Area Vocational Coop.
701 Houston Street
Garrett, Indiana 46738 (Kendallville)

Workshop Dates-----October 5, 6, 1978

PAGE 2 Facilitator-----Esteline Bradley

Local Contact Person-----Charles Fornsworth

Number of Workshop Participants-----42

Composition: Administrators-----4

Counselors-----13

Teachers:

Elementary-----0

Jr. High-----3

High School-----12

School Support
Personnel-----9

Parents-----1

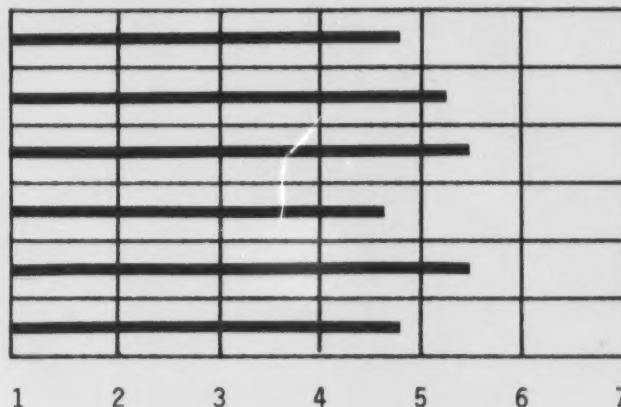
Community
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Develop decision-making skills (6)
Acquire effective interpersonal skills (9)
- Third - Develop positive attitudes toward work (16)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Muncie Area Career Center
2500 North Elgin Street
Muncie, Indiana 47303

Workshop Dates-----October 10, 11, 1978

PAGE 2 Facilitator-----Esteline Bradley

Local Contact Person-----Mayro Porter

Number of Workshop Participants-----18

Composition: Administrators-----2

Counselors-----15

Teachers:

Elementary-----1

Jr. High-----0

High School-----0

School Support

Personnel-----0

Parents-----0

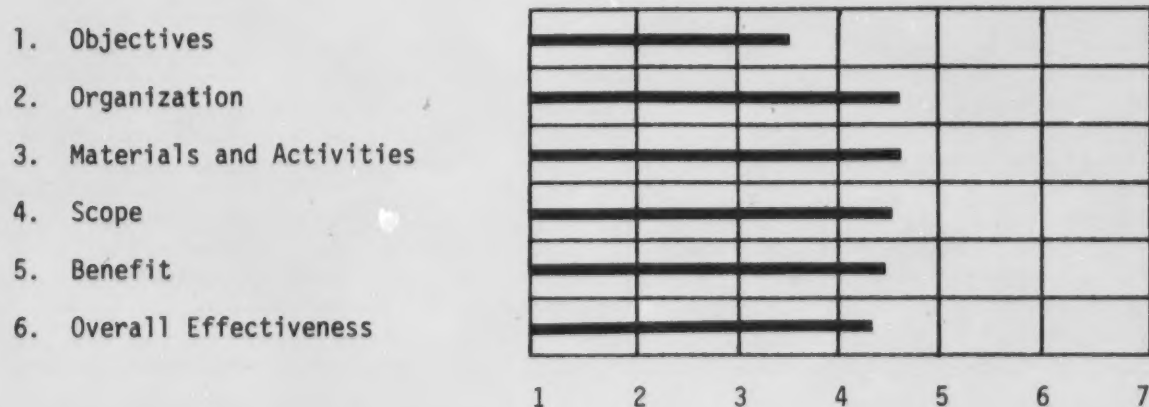
Community

Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Develop positive attitudes toward work (16)
Develop values clarification skills (17)
- Third - Understanding relationship of curriculum to career planning (1)
Acquire effective interpersonal skills (9)

Evaluation Summary of Workshop as Completed by the Participants



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Avoyelles Vocational-Technical
Institute
P. O. Box 307
Cottonport, Louisiana 71327

Workshop Dates-----August 25, 1978

PAGE 2 Facilitator-----Fair C. King

Local Contact Person-----John Tassin

Number of Workshop Participants-----19

Composition: Administrators-----2

Counselors-----1

Teachers:

Elementary-----0

Jr. High-----0

High School-----0

High School/

Postsecondary-11

School Support

Personnel-----0

Parents-----0

Community

Members-----3

Students-----2

Top Ranked Career Guidance Goals

First - Acquire effective interpersonal skills (9)

Second - Develop a positive self concept (14)

Third - Understand and appreciate the discipline of work (10)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives

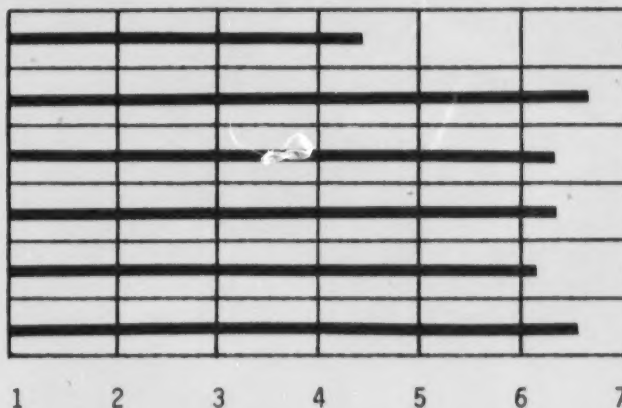
2. Organization

3. Materials and Activities

4. Scope

5. Benefit

6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Southwest Louisiana Vocational-
Technical School
Crowley, Louisiana 70526

Workshop Dates-----September 15, 1978

PAGE 2 Facilitator-----Fair C. King

Local Contact Person-----Richard Arnold

Number of Workshop Participants-----23

Composition: Administrators-----2

Counselors-----1

Teachers:

Elementary-----0

Jr. High-----1

High School-----0

H.S. and Post-
secondary-----1

Postsecondary---17

School Support

Personnel-----1

Parents-----0

Community

Members-----0

Top Ranked Career Guidance Goals

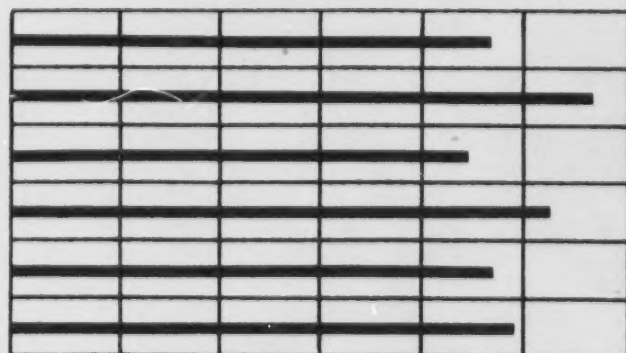
First - Develop positive attitudes toward work (16)

Second - Acquire effective interpersonal skills (9)

Third - Understand and appreciate the discipline of work (10)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Shreveport-Bossier Vo-Tech School
2010 North Market Street
Shreveport, Louisiana 71107

Workshop Dates-----September 5, 1978

PAGE 2 Facilitator-----Fair C. King

Local Contact Person-----Mary Harper

Number of Workshop Participants-----46

Composition: Administrators-----3

Counselors-----1

Teachers:

Elementary-----0

Jr. High-----0

High School-----39

School Support

Personnel-----0

Parents-----0

Community

Members-----0

Students-----3

Top Ranked Career Guidance Goals

First - Understand and appreciate the discipline of work (10)

Second - Develop decision-making skills (6)

Develop a positive self concept (14)

Develop positive attitudes about work (16)

Third - Acquire a sense of independence (5)

Acquire effective interpersonal skills (9)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives

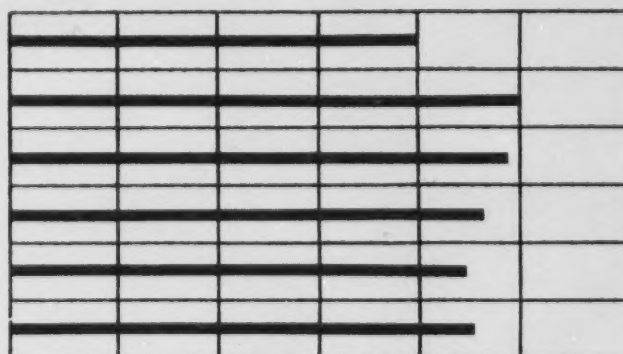
2. Organization

3. Materials and Activities

4. Scope

5. Benefit

6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORMS

Workshop Location-----Central City Public Schools
1711 15th Avenue
Central City, Nebraska 68826

Workshop Dates-----August 22, 23, 1978

PAGE 2 Facilitator-----Evelyn Lavaty

Local Contact Person-----Gerald Caines

Number of Workshop Participants-----22

Composition: Administrators-----3

Counselors-----2

Teachers:

Elementary-----2

Jr. High-----3

High School-----6

K-12-----1

7-12-----1

K-9-----1

School Support

Personnel-----0

Parents-----0

Community

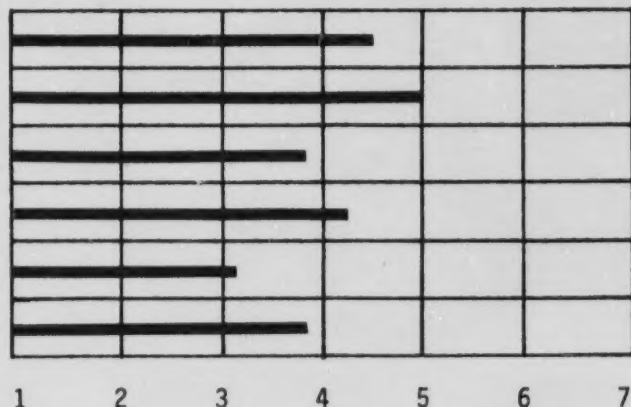
Members-----3

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Macy Public School
Macy, Nebraska 68039

Workshop Dates-----April 25, 1979

PAGE 2 Facilitator-----Evelyn Lavaty

Local Contact Person-----Gerald Carnes

Number of Workshop Participants-----20

Composition: Administrators-----1

Counselors-----1

Teachers:

Elementary-----8

Jr. High-----1

High School-----5

K-12-----2

7-12-----2

School Support

Personnel-----0

Parents-----0

Community

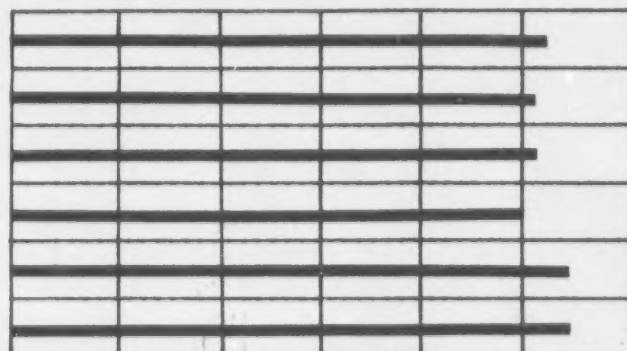
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop decision-making skills (6)
- Develop positive attitudes toward work (16)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Winnebago Public Schools
 Box KK
 Winnebago, Nebraska 68071

Workshop Dates-----August 24, 25, 1978

PAGE 2 Facilitator-----Evelyn Lavaty

Local Contact Person-----Marvin Buzzard (Superintendent)

Number of Workshop Participants-----16

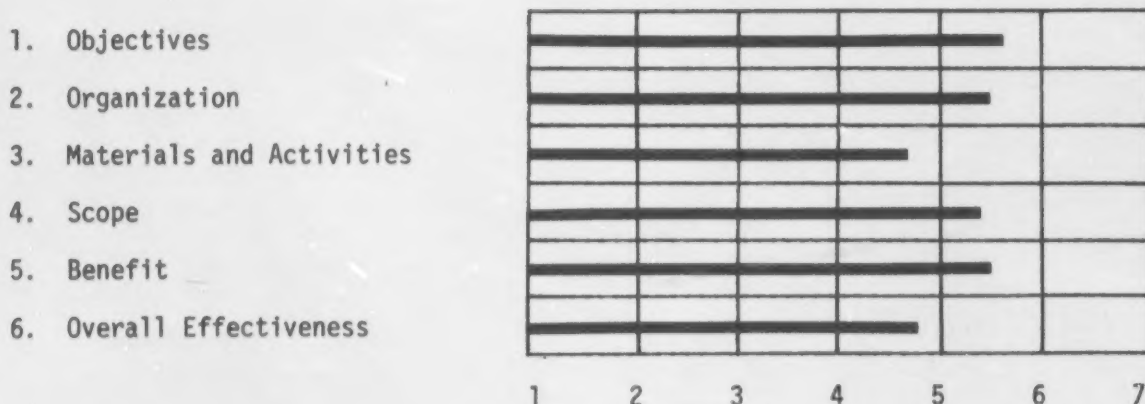
Composition: Administrators-----1
 Counselors-----1
 Teachers:
 Elementary-----0
 Jr. High-----0
 High School-----6
 K-12-----4
 7-12-----1

School Support
 Personnel-----2
 Parents-----1
 Community
 Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Develop decision-making skills (6)
- Third - Acquire a sense of independence (5)

Evaluation Summary of Workshop as Completed by the Participants



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Jefferson Local School District
7610 U. S. 40 West
West Jefferson, Ohio 43162

Workshop Dates-----October 3, 4, 1978

PAGE 2 Facilitator-----Carol Ritz

Local Contact Person-----Karen Shylo, Career Education Director

Number of Workshop Participants-----14

Composition: Administrators-----5

School Support

Personnel-----1

Counselors-----1.5*

Parents-----0

Teachers:

Elementary-----0

Community

Jr. High-----3

Members-----0

High School-----3.5*

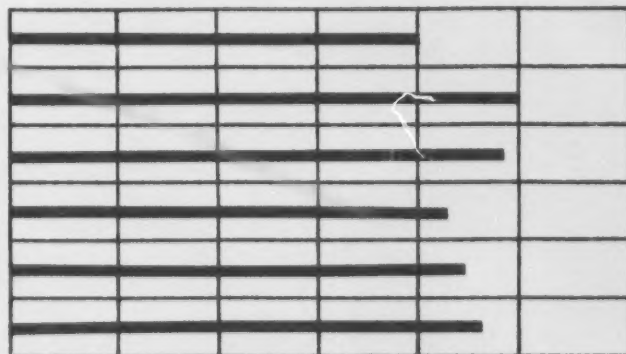
* - one person was a biology teacher and a part-time counselor

Top Ranked Career Guidance Goals

- First - Develop decision-making skills (6)
Develop a positive self concept (14)
Develop values clarification skills (17)
Second - Acquire effective interpersonal skills (9)
Third - Develop positive attitudes toward work (16)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Jefferson Local School District
7610 U. S. 40 West
West Jefferson, Ohio 43162

Workshop Dates-----October 9, 1978

PAGE 2 Facilitator-----Carol Ritz

Local Contact Person-----Karen Shylo

Number of Workshop Participants-----75

Composition: Administrators-----0

Counselors-----0

Teachers:

Elementary-----33

Jr. High-----15

High School-----27

School Support

Personnel-----0

Parents-----0

Community

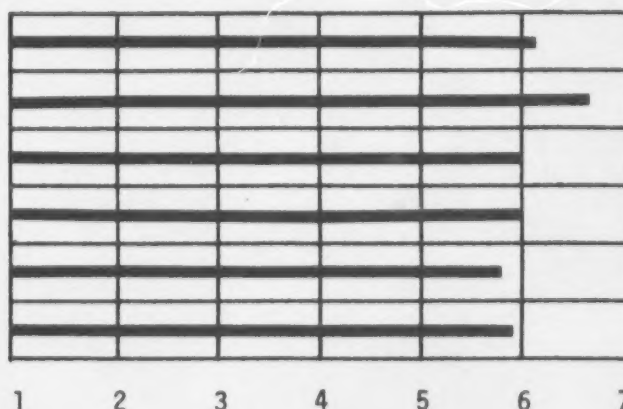
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

- 1. Objectives
- 2. Organization
- 3. Materials and Activities
- 4. Scope
- 5. Benefit
- 6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Springfield City Schools
49 East College Avenue
Springfield, Ohio 45501

Workshop Dates-----September 25, 26, 1978

PAGE 2 Facilitator-----Carol Ritz

Local Contact Person-----Jeannine Fox

Number of Workshop Participants-----23

Composition: Administrators-----3

Counselors-----2

Teachers:

Elementary-----0

Jr. High-----0

High School-----12

School Support

Personnel-----2

Parents-----2

Community

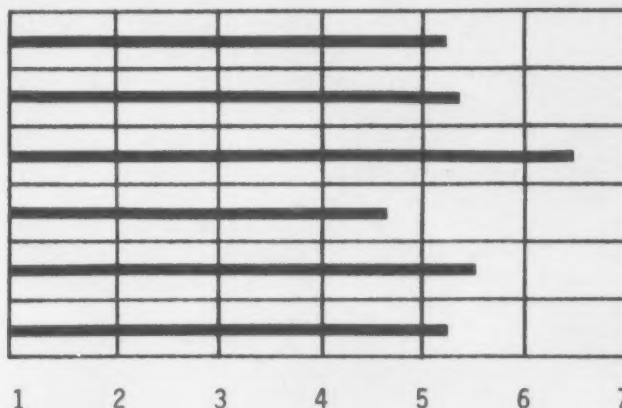
Members-----2

Top Ranked Career Guidance Goals

- First - Develop decision-making skills (6)
Understand and appreciate the discipline of work (10)
Develop a positive self concept (14)
Second - Acquire effective interpersonal skills (9)
Third - Understand relationship of curriculum to career planning

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Springfield City Schools
49 East College Avenue
Springfield, Ohio 45501

Workshop Dates-----January 30, 31, 1979

PAGE 2 Facilitator-----Carol Ritz

Local Contact Person-----

Number of Workshop Participants-----20

Composition: Administrators-----0

Counselors-----11

Teachers:

Elementary-----0

Jr. High-----6

High School-----1

K-12-----1

School Support

Personnel-----0

Parents-----1

Community

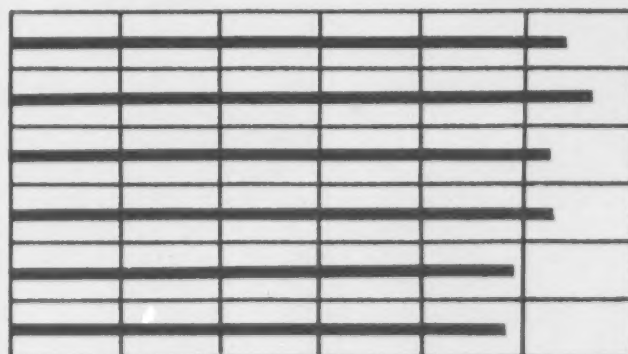
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Value human dignity (18)
- Develop decision-making skills (6)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



1 2 3 4 5 6 7

OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Tallmadge City Schools
Educational Service Center
486 East Avenue
Tallmadge, Ohio 44278

Workshop Dates-----August 28, 29, 1978

PAGE 2 Facilitator-----Carol Ritz

Local Contact Person-----Patrick Corbett

Number of Workshop Participants-----12

Composition: Administrators-----1

Counselors-----5

Teachers:

Elementary-----0

Jr. High-----0

High School-----4

7-12-----1

School Support

Personnel-----0

Parents-----1

Community

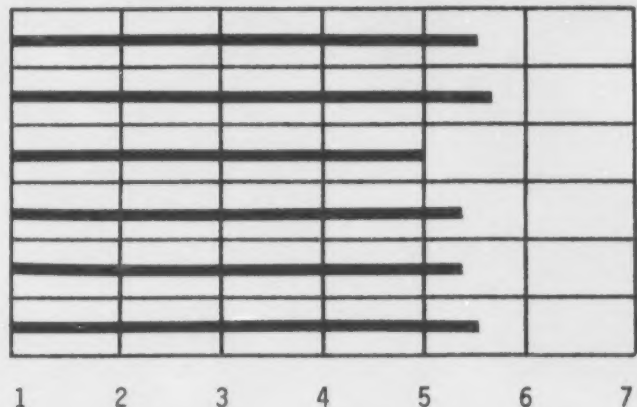
Members-----0

Top Ranked Career Guidance Goals

- First - Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Develop positive attitudes toward work (16)

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



OPT PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location-----Keota High School
P. O. Box F
Keota, Oklahoma 74941

Workshop Dates-----September 12 - October 10
(Eleven hours of instruction)

PAGE 2 Facilitator-----Les Miller

Local Contact Person-----Charlyne Shaw

Number of Workshop Participants-----12

Composition: Administrators-----1

Counselors-----1

Teachers:

Elementary-----0

Jr. High-----1

High School-----6

School Support
Personnel-----0

Parents-----0

Community
Members-----3

Top Ranked Career Guidance Goals

- First - Develop decision-making skills (6)
Develop a positive self concept (14)
- Second - Acquire effective interpersonal skills (9)
- Third - Acquire a sense of independence (5)
Develop values clarification skills (17)

Evaluation Summary of Workshop as Completed by the Participants

- 1. Objectives
- 2. Organization
- 3. Materials and Activities
- 4. Scope
- 5. Benefit
- 6. Overall Effectiveness

		Data not available				

1 2 3 4 5 6 7

CHAPTER IV

Case Study Development

Three project objectives focused on demonstrating the adaptability of the Programmatic Approach to Guidance Excellence (PAGE 2) planning model to a variety of school systems:

1. To profile, through a case-study approach, a career guidance planning model.
2. To demonstrate how planning models can be adapted to fit local school system needs.
3. To evaluate the effectiveness of a planning model in a variety of school system settings.

Twenty percent or six of the thirty workshop sites were chosen by the project staff for further observation and evaluation to verify data reported and to prepare case studies. This number was chosen for the following reasons:

1. Adequate number to accurately verify the data being collected on written forms of workshop facilitators;
2. Adequate number to achieve wide variety of geographic settings;
3. Cost restriction imposed by available monies; and
4. Time needed to compile data and adequately prepare case studies.

Selection of the sites was based on size, geographic location, organizational structure, financial condition of the school district, student characteristics, workshop evaluations, anecdotal log, and comments of workshop facilitators.

Data were obtained from each site in order to provide illustrations of workshop effectiveness and program continuance. The following table presents a brief description of each site, the name of which was replaced with one of a fictitious nature for publication purposes.

Site Data Pertaining to Community and School

Site Name	Comm. Type/ Population	Income Level	Student Enroll- ment	No. of Elem. Schools	No. of Junior Highs	No. of High Schools	Per Pupil Expend- iture	No. of Students on Free Lunches
Briarwood	Rural/1,846	Low	200	NA	NA	NA	NA	NA
Crystal Grove	Suburban/ 3,458	Upper Middle	3,232	3	1	1	\$1,900	94
Echo River	Rurban/ 46,883	Lower Middle	12,132	16	4	2	\$ 978	920
Lindy Hills	Rural/830	Lower Middle	570	1 (K-8)	0	1	\$1,277	86
Monroeville	Rural/4,500	Lower Middle	1,627	2	1	1	\$1,172	170
Summit Heights	Metropoli- tan/145,000	Middle	20,476	29	6	3	\$1,507	2,100

NA = Not Applicable

Visits by project staff from the University of Illinois and The Ohio State University to the sites selected for case study documentation occurred during a period of time from January 9, 1979, to February 9, 1979. To coordinate site visit procedures and interview techniques, staff from both the University of Illinois and The Ohio State University cooperatively conducted the initial site visit. Thereafter, staff from the University of Illinois conducted three follow-up visits and Ohio State staff visited the other two sites.

The person who signed the initial authorization letter for project participation at each of six selected sites was contacted via telephone by OPT project staff. This contact was made to advise them of the OPT staff's interest in including their district in the case study document and to confirm their cooperation for further observation and follow-up. Letters were sent to each district superintendent or contact person confirming dates for the OPT staff visits and requesting their assistance in setting up interview schedules during the designated visitation time. Names of workshop participants to be interviewed were enclosed.

The initial interview at each site was conducted with the following local contact person to confirm the accuracy of previously collected district data and to coordinate OPT staff activities during their visit:

<u>Site</u>	<u>Name</u>	<u>Position</u>
Boise, Idaho	George Washburn	Career Education Coordinator
Cottonport, Louisiana	Ward Nash	Director
Lake Zurich, Illinois	Marilyn Van De Mark	Counselor
Pocatello, Idaho	Phil Burkhart	Coordinator of Career and Vocational Education
Ramsey, Illinois	Sharon Full	Consultant
West Jefferson, Ohio	Karen Shylo	Career Education Director

A separate set of questions was developed appropriate to the group of persons being interviewed (i.e., counselor, administrator, teacher, etc.) The following numbers of individuals were interviewed across the six sites for a total of eighty interview sessions.

-- 15 counselors	-- 2 parents
-- 34 teachers	-- 2 students
-- 12 administrators	-- 3 support personnel
-- 6 community persons	-- 6 facilitators

The persons interviewed represented kindergarten through grade twelve educational programs. Two days were spent at each site conducting interviews and obtaining information for each case study document chapter. To assist in summarizing the data collected, the concluding interview at each site was held with the workshop facilitator.

The case studies were written by project staff and reviewed by site personnel. Input from the reviews was incorporated into the *OPT for Career Guidance: Six Case Studies* document. A chapter devoted to each site contains the following sections:

- Site description (demographics pertaining to community and school)
- Program initiation
- Planning session
- Program continuance

As each case study site was given a fictitious name in the case study document itself, each site was sent a letter requesting permission to release their identity if such requests were made.

To illustrate the content of the case study document and the evaluation approach, the following case study description is included:

ECHO RIVER

Site Description

Community

Covering more than twenty-one square miles, the community of Echo River is a rural area serving as the transportation hub, distribution, and industrial center of its state. With a population of 46,883, it is the state's second largest city. The mean family income in the community is \$8,866 with an income range of \$5,500 to more than \$100,000.

Echo River is bordered by national forests and mountains which offers area residents numerous year-round recreational activities such as skiing, camping, water sports, hunting, and fishing. Cultural activities are promoted through theatre productions, museum exhibits, and art gallery displays which focus on the heritage of the area.

Sugar beets, potatoes, and grain are the main agricultural crops. Within the city, over fifty industrial plants employ a labor force of more than 33,000 persons. These plants range from small installations to phosphate mining firms employing 1,500 persons or more. Historically, the railroad has been an important economic force for the area. The railroad continues to be a major employer of Echo River residents.

School

The Echo River School District includes a population of 58,017 persons and administers a kindergarten through grade twelve educational program. There are two high schools, four junior high schools, and sixteen elementary schools.

The twenty-two public schools serve a student enrollment of 12,132 with an average daily attendance of 11,646. A number of students from an area Indian reservation attend the Echo River schools. Per pupil expenditure is \$978 and the average student-teacher ratio is 25:1. Nine hundred twenty students receive free lunches and 600 students qualify for reduced lunch fees.

Although no official follow-up data is available, it is estimated that thirty-five to forty percent of Echo River graduates attend postsecondary schools and that approximately twenty percent complete degrees.

One of the state's major universities is located in Echo River. With a student enrollment of 8,000, the institution offers bachelors, masters, and doctoral programs. The school of vocational and technical education within the university offers courses specifically tailored to meet the manpower needs of business and industry. Twenty-two certificate programs are offered through the vocational and technical school.

Table 1 depicts the distribution of students and staff in the Echo River schools:

TABLE 1

Distribution of Echo River Public School
Students and Instructional Staff

Level	Number of Schools	Number of Students	Number of Teachers	Number of Counselors
Elementary K-6	16	6,807	285	0
Junior High 7-9	4	2,719	142	6.5
Senior High 10-12	2	2,524	126	6
Special Edu- cation	0	82	69	0
TOTALS	22	12,132	622	12.5

Total Enrollment: 12,132
Minority Enrollment: 904

Table 2 shows the number and percentage of minority students in each school grouping.

TABLE 2

Distribution of Minority Students in Echo River Schools
(As of October 1978)

Minority Group	Grades K-6	Grades 7-9	Grades 10-12	Total	Percentage of Total Enrollment
Black American	48	22	29	99	.8
American Indian	195	107	67	369	3.0
Oriental	52	24	16	93	.8
Hispanic	208	88	47	343	2.8
TOTALS	503	242	159	904	7.4

Program Initiation

A commitment to career education in Echo River had been established through a number of ongoing efforts. A district-wide assessment in 1973 depicted career education as a high priority program for all students. This concept was endorsed by local civic leaders, organizations, business and industry leaders, and parents, as well as the educational community. As a result the Echo River public schools initiated two career education programs with the aid of state and federal funds.

Funds from a state career education grant provided the seed money to develop a career education program at the junior high school level. One junior high was involved in the initial project with funds being specifically used for: (1) inservice teacher training, (2) identification of career education goals appropriate for junior high school students, and (3) development of curriculum materials and activities which link together the relationship between school and work. Spin-offs from state funds have resulted in the initial development of career education programs in each of the junior high schools.

Federal funds permitted the development in 1975 of an experience-based career education (EBCE) program for students in the senior high schools. This program has continued to progress to its present enrollment of sixty students.

When the state funding terminated in 1974, the district assumed responsibility for funding the continuance of the junior high school career education programs. District funds permitted the hiring of a district-wide coordinator of career and vocational education. In addition, career education building coordinators were employed for each of the four junior high schools. At the present time funding for career and vocational education is provided by \$37,000 from district funds and \$85,000 in state vocational education reimbursement.

As a follow-up of these efforts, an "outside" evaluation team conducted a study of the junior high career education program in 1978. One recommendation of this study was that a "comprehensive career education program (K-12) needs to be developed for the district." With the exception of some very minimal efforts at the elementary and senior high level, career education and career guidance in Echo River are available only to junior high school students and selected students in the EBCE program.

In response to the evaluation report the district obtained a \$700 grant from the state department of education for the purpose of developing a five-year career education plan.

The facilitator for the state in which Echo River is located was a counselor educator at the local university. Having resided in Echo River for a number of years and having had several school district teachers and counselors in previous courses, he knew of the district's commitment to a comprehensive program of career guidance. He was also aware of their need for staff development.

The first contacts with the district regarding PAGE 2 were made with (1) the coordinator of career and vocational education, and (2) the director of secondary education. The coordinator of career and vocational education reviewed the materials and with the support of the director of secondary education advised the OPT facilitator of the district's interest in conducting a planning session.

Although the materials were first reviewed by district personnel in late April, the workshop was not held until the following October. This time lag was basically due to three factors: (1) the close of the school year was fast approaching in April, (2) the coordinator of career and vocational education was not on contract during the summer, and (3) time was needed in the fall to get school underway before scheduling an extended inservice.

The coordinator of career and vocational education became the contact person for the PAGE 2 workshop in Echo River. Working together the facilitator and the contact person chose Module I, Planning a Career Guidance Program, and Module II, Implementation Approaches for a Curriculum-Based Career Guidance Program, of the PAGE 2 materials as content for the workshop. One semester hour of credit was offered the participants through the local university for four, three-hour evening sessions. Each attendance center in the district received an announcement of the mid-October workshop.

After becoming familiar with the PAGE 2 planning approach, the coordinator of career and vocational education saw the workshop as an excellent means for identifying persons to serve on a planning advisory committee. This committee as conceptualized by the coordinator, would recommend, define, review, and interpret needs assessment information for implementation of the district's career education plan. Because the coordinator believes strongly that to have an effective career education and career guidance program, "it is necessary to buy the whole concept," he also viewed the materials as a means of familiarizing prospective advisory committee members with career education and career guidance goals and with the concept of systematic planning for a comprehensive program.

With the prospect of an advisory committee in mind, individual letters were sent by the coordinator to staff whom he considered "key" to developing a comprehensive plan for the district. An effort was made to obtain persons representing each educational program level as well as the community. Community recruitment proved to be unsuccessful.

Other than the coordinator, there was a lack of administrative participation in the workshop. As administrators and the school board composition have changed in recent years, administrative support for a comprehensive career education and career guidance program in Echo River has lessened. Although support has existed for awareness and exploration activities, the administration does not presently subscribe to the concept of vocational preparation being the school's responsibility. There is also a reluctance by the school board to endorse programs supported by outside funds. Their highest programmatic priority for the district is basic skills.

At the time the PAGE 2 workshop was held, thirteen persons accepted invitations for participation. The planning session participants had an average of nine years of teaching/counseling experience. They averaged five years in their present school setting. Four or thirty-one percent of the participants were male, and nine or sixty-nine percent were female. Table 3 provides a composite of the attendees.

TABLE 3

Employment Position and Grade Level Responsibility
of Echo River Workshop Participants

Position	Number of Participants	Percentage of Participants
Administrators	1	7.7
Counselors	5	38.5
Teachers		
Elementary (K-6)	2	15.4
Junior High (7-9)	1	7.7
Senior High (10-12)	4	30.7
TOTALS	13	100.0

Planning Session

It was perceived by the participants that the facilitator, although an "outsider" to the district, was genuinely interested in its program. As one individual stated, "He didn't just come in as a consultant and tell us what we needed. He went out and identified the materials and then brought them to us and helped us use them." This action by the facilitator coupled with a pre-workshop understanding by the participants of the objectives of the planning session fostered a positive attitude during the entire workshop. Prior working relationships of several participants with both the facilitator and the coordinator also did much to enhance a good atmosphere for learning during the sessions.

Some individuals had worked together previously on a building or grade level basis. For others, however, it was their first acquaintance with other staff in attendance.

Leadership roles during the workshop were assumed by the coordinator, three counselors, and the EBCE learning coordinator. At the outset of the planning session, personnel from the elementary school appeared to feel uncomfortable and deferred readily to the opinions and suggestions of the high school counselors. However, as the workshop progressed the group activities seemed to encourage more participation on the part of the elementary teachers.

Each individual was assigned to one of three small groups for the Module I activities including the rating of eighteen career guidance goals for priority planning by the district. (See page for a discussion of the activity procedures for Module I.) Table 4 displays the top ranked goals, the rating by each group, and the total point value.

TABLE 4
Echo River's Top-Ranked Career Guidance Goals

Goal Ranked	Goal	Group Ratings ¹			Total Points	Population Variance
		Group 1	Group 2	Group 3		
1	Develop a positive "self concept"	5	5	5	15	.00
2	Develop "decision-making skills"	3	4	4	11	.33
3	Acquire a sense of "independence"	3	4	3	10	.33
	Acquire effective "interpersonal skills"	5	2	3	10	2.33

¹Scale: 0 to 5 points; 5 is the highest value.

Two goals tied for third highest with total point values of ten each. As indicated by the variances there was much more agreement, however, among the three groups on the importance to students in the district of "acquiring a sense of independence" than the importance of "acquiring effective interpersonal skills."

When asked to assess the effectiveness of Echo River's current programs in meeting the four priority goals, the average ratings of the total group indicated the following:

1. The district programs are doing an acceptable job of meeting student needs relative to "developing a positive self concept," and "acquiring effective interpersonal skills." However, more importance still needs to be given both goals.

2. District programs which would help students "acquire a sense of independence" and "develop decision making skills" are quite weak. There needs to be much more attention given to these goals.

It would seem that energies directed toward any or all of the identified goals would benefit the career guidance program of Echo River since none of the eighteen goals received a performance rating of higher than "fair."

The goal assigned the lowest rating by the total group was, "Appreciate parental role in career development." This goal was identified by the group as the one being given the least attention in the district's program.

The development of rationale statements to the superintendent reflected the staff's concern for the four priority goals. The statements also called for a more systematic career guidance program based upon needs assessment data. One staff member pointed out that, "A needs assessment has never been accomplished in this district as it relates to career development programs." Other statements expressed concern that programs must "help students realize that careers chosen fulfill economic needs and value preferences."

As an aid to program planning, each participant completed three program planning sheets, one for each priority goal. All planning sheets were prepared in considerable detail with a view toward assisting the coordinator of career and vocational education to clearly visualize roles and responsibilities in providing direction for the program. In addition to planning efforts for the goals identified in PAGE 2, the Echo River staff also identified "needs assessment" as an overriding concern for their program development.

The HO 13 sheet which appears on the next page outlines program planning steps for developing and conducting a needs assessment in Echo River. The plan includes activities that had been accomplished prior to the PAGE 2 planning session as well as those to be conducted after the workshop. The lack of parent and community participation in planning responsibilities for the needs assessment is a reflection of the absence of these persons in the planning workshop.

The organization and structured activities of the PAGE 2 materials appealed to those who attended the planning session. The fact that there was a flow to the activities and a "point" to what they were doing stimulated interest and enthusiasm. The EBCE learning coordinator stated that, "The PAGE 2 model provides a step by step process through which you learn by doing. It is not an exercise of just talking about such a process."

Most individuals would like to have had more administrators participate in the planning session. Several teachers expressed doubt that Echo River community members and parents would have felt comfortable participating in the planning activities. However, the coordinator of career and vocational education stated, "The priorities identified during the workshop were realistic but there is a critical need for school and community linkages--without such linkages, you do not have career education or career guidance."

For the Echo River program, participants felt they needed more time during the workshop for in depth thinking and interaction. Additional time spent on

HO 13

Program Planning Sheet

Goal: Needs Assessment for District-Wide Career Development Program

Steps to Achieve Goal	Who Is Responsible	Target Completion Date	Cost	Outcome
1. Obtain administrative permission to conduct assessment	1. Career ed. coordinator	1. August 15, 1978	-00-	1. Support for planning changes in career development program
2. Create assessment team	2. Career ed. coordinator	2. September 1, 1978	-00-	2. A vehicle to design, conduct and analyze data
3. Identify teams, overall goals, objectives and priorities	3. All team members	3. September 15, 1978	-00-	3. "Road map"
4. Identify who will participate in the needs assessment survey	4. All team members	4. September 25, 1978	-00-	4. Clientele list
5. Review existing tools	5. Sub-committee of team members	5. November 25, 1978	25.00	5. Awareness of a variety of tools
6. Sub-committee report back to entire committee	6. Sub-committee	6. November 30, 1978	-00-	6. Awareness of a variety of tools
7. Adopt, adapt or design appropriate tools to be used in community	7. All team members	7. December 30, 1978	100.00	7. Assessment tools to be used in surveys
8. Identify procedures for administering assessment tools	8. All team members	8. January 15, 1979	-00-	8. Administration plan

HO 13

Program Planning Sheet

Goal:

Steps to Achieve Goal	Who Is Responsible	Target Completion Date	Cost	Outcome
9. Disseminate information to all clientele on what, who and how	9. Sub-committee	9. January 30, 1979	25.00	9. Informed clientele
10. Administer assessment tool	10. All team members	10. March 1, 1979	100.00	10. Assessment of all clientele
11. Analyze data and write summary report	11. All team members and sub-committee	11. April 15, 1979	25.00	11. Final report
12. Evaluate process and procedures	12. All team members	12. May 15, 1979	-00-	12. Determine if objectives were reached

needs assessment and an opportunity to examine several such instruments would have been beneficial to their planning efforts.

Program Continuance

The PAGE 2 materials came to Echo River at an opportune time. The district was just becoming involved in planning for career development when the PAGE 2 workshop was conducted. Although the district classified many prior career education and career guidance activities as "successful," there was a belief on the part of the coordinator of career and vocational education that:

A greater program impact results when systematic planning is employed and then counselors, teachers, and administrators work together to deliver on the identified needs.

Supporting this position was the district's long range career development goal: "To provide all students a comprehensive systematic process that will assist in facilitating an appropriate transition from school to the world of work. . . . developmental in nature, designed to meet identifiable individual needs at each stage of development, and to . . . provide a good balance between the world of academics, development of a positive self-esteem, citizenship, social, and occupational preparation."

A proposal had been written for the development of a five-year career education and career guidance plan. A timetable had been established and the "next step" was the identification of an advisory committee which would assume a leadership role.

With an emphasis on the "team approach" to planning, PAGE 2 provided a natural process for the identification and selection of a program planning committee.

Thus, utilizing the suggested workshop participant mix of the PAGE 2 materials a district-wide advisory planning committee for career guidance was identified. Although prior to PAGE 2 the high school counselors, in particular, did not view career education and career guidance as high priority programs,

Involvement in the PAGE 2 planning process, stimulated interest and creative efforts on the part of staff members.

One high school counselor stated that, "The PAGE 2 sessions stimulated the staff's thinking and headed the district in a more positive direction in guidance." After the workshop experience, this person and a fellow counselor were eager to attend other inservice programs to further their knowledge of programmatic career guidance.

The feelings of cooperation and cohesiveness on the part of those who attended the PAGE 2 workshop was expressed many times. As mentioned previously, several of the participants had never worked together nor ever had a prior

opportunity to work on a district-wide basis with other staff members. However, as the EBCE learning coordinator stated:

"The PAGE 2 format of group activities and structured experience brings people together in an immediate working relationship which enables everyone to contribute."

The involvement of the participants in the goal prioritizing and subsequent implementation activities indicated that:

The PAGE 2 materials provided direction for the district's career development efforts.

After the planning session, the planning committee began the development of needs assessment instruments. With leadership roles being assumed by the junior high career education building coordinators, the instruments were designed to obtain feedback from parents and teachers relative to their perceived priorities for the district's comprehensive career development program. The basis for the needs assessment instruments was the eighteen PAGE 2 career guidance goals.

The leadership provided by the coordinator of career and vocational education contributed significantly to the success of the PAGE 2 workshop in Echo River and to the subsequent progress in systematic planning for career guidance. This observation reinforces the following:

Administrative participation and support in planning programs is crucial to the continued development and implementation of these efforts.

All of the participants were encouraged by the leadership of the coordinator and they recognized the need for more administrative involvement--particularly the building principals.

.

Four months after the PAGE 2 workshop, the Echo River career guidance program showed signs of continued cooperative effort and progress. The district-wide needs assessment was underway and there was enthusiasm for the future of the program. Activity was, however, still confined to persons who participated in the initial workshop. For the comprehensive program to develop there needs to be more involvement by staff district-wide.

CHAPTER V

Dissemination Activities

Early in the project, the OPT staff recognized the need for disseminating information and materials to appropriate persons planning and implementing career guidance programs. However, recognizing this need was easy compared to discovering techniques for dissemination. Seemingly, there are no proven methods or guideline for disseminating new materials and information to the persons or audiences who can profit most from them and, even, suitable up-to-date mailing lists are not readily available. This required the staff to plan strategies for disseminating information and materials where they might have the greatest impact on numbers of people served and by geographic areas.

The principal materials disseminated during the course of the project included:

- The Programmatic Approach to Guidance Excellence (PAGE 2) sets
- The handbook *Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives*
- The booklet *OPT for Career Guidance: Six Case Studies*
- The "Turn to PAGE 2" brochure developed in Illinois for the project "Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois"
- The OPT Project final report

The following lists include the principal groups of persons and/or places where these materials were disseminated.

Dissemination of the PAGE 2 Sets

- Thirty sets of the PAGE 2 resource packages were sent to the state PAGE 2 facilitators (three sets to each of the ten facilitators).
- In cooperation with the staff of the project, "Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois" the OPT staff identified additional persons and places for the PAGE 2 sets to be disseminated.

Dissemination of the documents "Planning Comprehensive Career Guidance Programs:
A Catalog of Alternatives," "OPT for Career Guidance: Six Case Studies," and
the "Turn to PAGE 2" brochure

Copies to: Each OPT State Facilitator

Selected Persons at the Local School Sites

State Coordinators of Career Education

State Supervisors for Guidance

Developers of Planning Models for Career Guidance

Local District Contact Persons

The National Center for Research in Vocational Education

NNCCVTE Curriculum Management Laboratories (6 regions)

ERIC Clearinghouse on Adult, Career and Vocational Education

Illinois Career Guidance Centers

Resource and Referral System at the National Center

Resource and Development Exchange Centers

Selected Persons in American Vocational Association

Selected Persons in American Personnel and Guidance Association

Selected Persons in National Vocational Guidance Association

Selected Persons in United States Office of Education

Guidance and Vocational Education Leadership Persons

Policy Committee Members of American Vocational Association,
Guidance Division

Selected University Counselor Education Departments

Illinois Office of Education, Department of Adult, Vocational
and Technical Education Personnel

Other Activities Related to Dissemination

1. An article entitled "Systematic Planning for Career Guidance" was written by the principal investigator and submitted to the AVA Guidance Division newsletter. The article appeared in the November 1977 issue which was widely distributed at the 1977 AVA Convention in Atlantic City, New Jersey.
2. In October 1978, an article regarding the OPT Planning Model Catalog was prepared by Ida Halasz-Salster. It was included in the Guidance Insert of the January 1979 issue of the AVA Journal, VocEd.
3. As an outgrowth of the workshop conducted at West Jefferson, Ohio, the career education coordinator, Ms. Karen Shylo, and the superintendent of schools, Dr. Gordon Ruff, have been invited to co-author an article on their PAGE 2 success story for an educational periodical that reaches 60,000 readers.

Summary Statement

Near the conclusion of the project, the staff took time to review the feedback received from individuals in the various states concerning *PAGE 2* and the document *A Catalog of Alternatives*. The responses have been favorable ones and the requests for additional copies of *A Catalog of Alternatives* to be used in courses, workshops, and inservice activities involving career guidance have exceeded the supply. At the present time, the staff is exploring the possibility of printing additional copies and making them available for purchase through a cost-recovery operation.

The staff anticipates that persons planning career guidance programs will find the *OPT for Career Guidance: Six Case Studies* to be of interest, especially as it depicts how a planning model worked in sites with contrasting characteristics.

The inquiries and requests for information about career guidance planning models seems to support the thesis that persons nationwide are genuinely searching for materials and information as provided through the OPT project.

CHAPTER VI

Data Collection and Evaluation

Evaluation was an integral part of the OPT project with the design built into the project procedures. The evaluation was a continuous process that encompassed the entire project as well as all project components. Data was collected from the various project components to assist the project staff in determining how well the project objectives were being met.

The OPT project objectives required three major activities. The following summary identifies the data collection and evaluation strategies that were used to assess the effectiveness of accomplishing each task:

Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives

1. A panel of experts was convened to help establish criteria for the selection of planning models to be included in *The Catalog of Planning Models*.
2. Developers of the identified planning models were sent copies of the catalog pages that described their product to determine accuracy and appropriateness.
3. Three reviewers were selected to examine the preliminary draft of the planning model catalog. Karen Kimmel from the National Center for Research in Vocational Education, The Ohio State University, was selected as an internal reviewer. Carol Sanders, Eastern Illinois University and Jack Ford, Ohio Department of Education, were external reviewers. Reviewers received explicit instructions and forms to use in submitting their critiques and suggested revisions. Major criteria for review included scholarship, usefulness, equity, communicability, marketability/appeal and overall quality. Suggestions and revisions of reviewers were incorporated into the final draft of the catalog.

PAGE 2 Planning Workshops

1. A variety of data collection techniques were used in organizing and conducting the workshops. This data provided the OPT project staff with:
 - Demographic information concerning school district and community
 - Information pertaining to participants (See Tables 1, 2, and 3)

Table 1

Grade Level Responsibilities of Workshop Participants

Workshop Sites	Grade Level Responsibility											
	K-6		7-9		10-12		K-12		Post Secondary		Not Applicable	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Alaska:</u>												
Anchorage (N = 11)	0	0	3	27	8	73	0	0	0	0	0	0
Hoonah (N = 13)	0	0	1	8	10	77	2	15	0	0	0	0
Matanuska (N = 20)	1	5	5	25	10	50	1	5	0	0	3	15
<u>Arizona:</u>												
Granado (N = 28)	0	0	0	0	28	100	0	0	0	0	0	0
<u>Florida:</u>												
Monticello (N = 19)	5	26	9	47	2	11	1	5	0	0	2	11
Tallahassee (N = 19)	2	11	9	47	4	21	0	0	0	0	4	21
<u>Idaho:</u>												
Boise (1) (N = 10)	5	50	2	20	2	20	1	10	0	0	0	0
Boise (2) (N = 20)	1	5	0	0	16	80	0	0	0	0	3	15
Pocatello (N = 13)	2	15	4	31	6	46	1	8	0	0	0	0
<u>Illinois:</u>												
Flora (N = 25)	13	52	4	16	7	28	0	0	0	0	1	4
Lake Zurich (N = 28)	10	36	7	25	8	28.5	1	3.5	0	0	2	7
Mundelein (N = 25)	3	12	0	0	8	32	4	16	0	0	10	40

Table 1, Continued

Grade Level Responsibilities of Workshop Participants

Workshop Sites	Grade Level Responsibility											
	K-6		7-9		10-12		K-12		Post Secondary		Not Applicable	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Illinois:</u>												
Ramsey (N = 20)	4	20	1	5	6	30	2	10	2	10	5	25
Shelbyville (N = 17)	4	24	5	29	7	41	0	0	0	0	1	6
Thornton (N = 18)	0	0	0	0	14	78	0	0	0	0	4	22
<u>Indiana:</u>												
Gary (N = 26)	0	0	14	54	7	27	0	0	0	0	5	19
Kendallville (N = 42)	0	0	5	12	35	83.3	1	2.3	0	0	1	2.3
Muncie (N = 18)	1	5.5	5	27.8	12	66.7	0	0	0	0	0	0
<u>Nebraska:</u>												
Central City (N = 22)	3	14	6	27	8	36	2	9	0	0	3	14
Macy (N = 20)	9	45	1	5	8	40	2	10	0	0	0	0
Winnebago (N = 16)	0	0	0	0	9	56	4	25	0	0	3	19
<u>Ohio:</u>												
Springfield (N = 23)	0	0	0	0	17	74	0	0	0	0	6	26
Springfield (N = 20)	0	0	15	75	3	15	1	5	0	0	1	5
Tallmadge (N = 12)	0	0	2	17	8	67	1	8	0	0	1	8
W. Jefferson (N = 14)	1	7	5	36	7	50	1	7	0	0	0	0

Table 1, Continued
Grade Level Responsibilities of Workshop Participants

Workshop Sites	Grade Level Responsibility											
	K-6		7-9		10-12		K-12		Post Secondary		Not Applicable	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>Ohio:</u>												
W. Jefferson (N = 75)	33	44	15	20	27	36	0	0	0	0	0	0
<u>Oklahoma:</u>												
Keota (N = 12)	0	0	1	8	8	67	0	0	0	0	3	25
<u>Louisiana:</u>												
Cottonport (N = 19)	0	0	0	0	0	0	0	0	14 [*]	74	5	26
Crowley (N = 23)	0	0	0	0	0	0	0	0	23 [*]	100	0	0
Shreveport (N = 46)	0	0	0	0	0	0	0	0	43	93	3	7
Total (N = 674)	97	14	119	18	285	44	25	5	82	12	66	11

*also 10-12 responsibility

Table 2

Employment Position and/or Role of Workshop Participants

Workshop Sites	Employment Position and/or Role													
	Counselors		Administrators		Teachers		School Support		Community Members		Parents		Students	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Alaska:</u>														
Anchorage (N = 11)	9	82	1	9	1	9	0	0	0	0	0	0	0	0
Hoonah (N = 13)	0	0	1	8	12	92	0	0	0	0	0	0	0	0
Matanuska (N = 20)	4	20	3	15	11	55	0	0	1	5	1	5	0	0
<u>Arizona:</u>														
Ganado (N = 28)	1	3.5	3	11	23	82	1	3.5	0	0	0	0	0	0
<u>Florida:</u>														
Monticello (N = 19)	1	5	1	5	14	74	1	5.2	1	5.2	1	5.2	0	0
Tallahassee (N = 19)	4	21	1	5	4	21	6	32	1	5	2	11	1	5
<u>Idaho:</u>														
Boise (1) (N = 10)	3	30	1	10	6	60	0	0	0	0	0	0	0	0
Boise (2) (N = 20)	3	15	2	10	12	60	3	15	0	0	0	0	0	0
Pocatello (N = 13)	5	38.5	1	7	7	53.8	0	0	0	0	0	0	0	0
<u>Illinois:</u>														
Flora (N = 25)	2	8	2	8	19	76	2	8	0	0	0	0	0	0
Lake Zurich (N = 28)	1	3.5	1	3.5	24	86	0	0	1	3.5	1	3.5	0	0

Table 2, Continued

Employment Position and/or Roles of Workshop Participants

Workshop Sites	Employment Position and/or Role													
	Counselors		Administrators		Teachers		School Support		Community Members		Parents		Students	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Mundelein (N = 25)	1	4	0	0	11	44	5	20	4	16	4	16	0	0
Ramsey (N = 20)	4	20	2	10	8	40	1	5	3	15	2	10	0	0
Shelbyville (N = 17)	2	12	0	0	14	82	0	0	0	0	1	6	0	0
Thornton (N = 18)	8	44	1	6	3	17	2	11	4	22	0	0	0	0
Indiana:														
Gary (N = 26)	11	42	2	8	5	19	8	31	0	0	0	0	0	0
Kendallville (N = 42)	13	31	4	9	15	35	9	21	0	0	1	2	0	0
Muncie (N = 18)	15	83	2	11	1	6	0	0	0	0	0	0	0	0
Louisiana:														
Cottonport (N = 19)	1	5	2	11	11	58	0	0	3	15	0	0	2	11
Crowley (N = 23)	1	4	2	9	19	83	1	4	0	0	0	0	0	0
Shreveport (N = 46)	1	2	3	6.5	39	85	0	0	0	0	0	0	3	6.5
Nebraska:														
Central City (N = 22)	2	9	3	13.6	14	63.6	0	0	3	13.6	0	0	0	0
Macy (N = 20)	1	5	1	5	18	90	0	0	0	0	0	0	0	0
Winnebago (N = 16)	1	6	1	6	11	69	2	13	0	0	1	6	0	0

Table 2, Continued

Employment Position and/or Roles of Workshop Participants

Workshop Sites	Employment Position and/or Role													
	Counselors		Administrators		Teachers		School Support		Community Members		Parents		Students	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Ohio:														
Springfield (N = 23)	2	8.7	3	13	12	52	2	8.7	2	8.7	2	8.7	0	0
Springfield (N = 20)	11	55	0	0	8	40	0	0	0	0	1	5	0	0
Tallmadge (N = 12)	5	42	1	8	5	42	0	0	0	0	1	8	0	0
W. Jefferson (N = 14)	1.5	11	5	36	6.5	46	1	7	0	0	0	0	0	0
W. Jefferson (N = 75)	0	0	0	0	75	100	0	0	0	0	0	0	0	0
Oklahoma:														
Keota (N = 12)	1	8.3	1	8.3	7	58.3	0	0	3	25	0	0	0	0
Total (N = 674)	114.5		50		415.5		44		25		18		6	

Table 3
Composition of Workshop Participants by Sex

PAGE 2 Workshop Sites	Sex of Participants				
	Female		Male		
	N	%	N	%	
<u>Alaska:</u>					
Anchorage (N = 11)	5	45	6	55	
Hoonah (N = 13)	6	46	7	54	
Matanuska (N = 20)	8	40	12	60	
<u>Arizona:</u>					
Granado (N = 28)	7	25	21	75	
<u>Florida:</u>					
Monticello (N = 19)	15	79	4	21	
Tallahassee (N = 19)	15	79	4	21	
<u>Idaho:</u>					
Boise (1) (N = 10)	7	70	3	30	
Boise (2) (N = 20)	11	55	9	45	
Pocatello (N = 13)	9	69	4	31	
<u>Illinois:</u>					
Flora (N = 25)	20	80	5	20	
Lake Zurich (N = 28)	22	79	6	21	
Mundelein (N = 25)	20	80	5	20	
Ramsey (N = 20)	10	50	10	50	
Shelbyville (N = 17)	9	53	8	47	
Thornton (N = 18)	5	28	13	72	
<u>Indiana:</u>					
Gary (N = 26)	21	81	5	19	
Kendallville (N = 42)	21	50	21	50	
Muncie (N = 18)	7	39	11	61	

Table 3, Continued
Composition of Workshop Participants by Sex

PAGE 2 Workshop Sites	Sex of Participants			
	Female		Male	
	N	%	N	%
<u>Nebraska:</u>				
Central City (N = 22)	12	55	10	45
Macy (N = 20)	13	65	7	35
Winnebago (N = 16)	9	56	7	44
<u>Ohio:</u>				
Springfield (N = 23)	14	61	9	39
Springfield (N = 20)	13	65	7	35
Tallmadge (N = 12)	8	67	4	33
W. Jefferson (N = 14)	5	36	9	64
W. Jefferson (N = 75)	52	69	23	31
<u>Oklahoma:</u>				
Keota (N = 12)	5	42	7	58
<u>Louisiana:</u>				
Cottonport (N = 19)	5	26	14	74
Crowley (N = 23)	6	26	17	74
Shreveport (N = 46)	20	43	26	57
Total (N = 674)	380	56	294	44

- Adaptability of PAGE 2 material to local districts
 - (career guidance priorities of local districts (See list of eighteen career guidance goal statements and Tables 4 and 5)
 - Local district planning information (workshop summary forms appear in Chapter 3)
2. Workshop participants evaluated the effectiveness of the PAGE 2 materials and the applicability of the planning activities for meeting their needs as individuals as well as those of the local district. Data was obtained relative to organization, appropriateness of activities, material use, scope, anticipated benefit, and overall effectiveness. These aspects were rated on a seven-point continuum with a rating of one being lowest and seven highest. Composite ratings for twenty-eight of the thirty sites appear in Table 6. (Two sites did not have participants complete the workshop evaluation form.) In addition, open-ended response questions enabled individuals to express their opinions relative to positive and negative aspects of the workshops.

Case Study Document

1. The format for the document entitled, *OPT for Career Guidance: Six Case Studies*, was sent to two reviewers; one reviewer possessed expertise in the use of the case study approach and one had been active in the development of a planning model for comprehensive career guidance programs.
2. The initial draft for each case study selected for inclusion in the case study document was reviewed by the OPT project facilitator, the local contact person, and an administrator at the site. Revision and suggestions were incorporated into the final draft of the document.
3. The final draft of the case study document was reviewed by two individuals. One reviewer had experience in developing comprehensive guidance, counseling, placement, and follow-through planning models. The second individual was a project coordinator for a state funded career guidance project.

PAGE 2

Career Guidance Goal Statements

*These are not in any order of importance.

1. UNDERSTAND RELATIONSHIP OF CURRICULUM TO CAREER PLANNING
 - A. Understand career implications of school subjects
 - B. Understand how basic skills, marketable skills, and interpersonal skills are related to career goals
2. UNDERSTAND HOW ECONOMIC CONDITIONS AFFECT CAREER PLANS
 - A. Understand how personal economics affect career plans
 - B. Understand how economic trends affect career plans
 - C. Understand the range of economic benefits associated with various occupations
3. APPRECIATE COMMUNITY ROLE IN CAREER DEVELOPMENT
 - A. Experience the reality of the work world
 - B. Gain access to role models in the work world
 - C. Understand how those in the work world evaluate and perceive you
4. UNDERSTAND SIGNIFICANCE OF SOCIAL SYSTEMS WITHIN WORK SETTINGS
 - A. Understand that occupational mobility is influenced by social systems
 - B. Understand that access to training and jobs is influenced by social systems
 - C. Understand women and minority group stereotypes
 - D. Understand work setting power structures
5. ACQUIRE A SENSE OF INDEPENDENCE
 - A. Develop ability to assign priorities to goals
 - B. Develop ways to deal with the fact that one's career goals may be different from those of significant others
6. DEVELOP DECISION-MAKING SKILLS
 - A. Understand steps in decision-making process
 - B. Understand psychological aspects of decision making
 - C. Understand that individuals make many career-related decisions
 - D. Learn to accept responsibility for one's decisions
7. DEVELOP SKILLS TO COPE WITH A CHANGING WORK WORLD
 - A. Understand how environmental changes affect work roles
 - B. Understand the relationship between commitment and tentativeness
 - C. Learn how to plan for change
8. DEVELOP AWARENESS OF PREFERRED LIFESTYLES
 - A. Learn how to assess whether preferred work roles are in harmony with non-work roles
 - B. Understand that in choosing an occupation an individual chooses a way of life
9. ACQUIRE EFFECTIVE INTERPERSONAL SKILLS
 - A. Learn how to work in various types of groups
 - B. Learn how to get along with authority figures
 - C. Learn how to get along with peers
 - D. Learn effective skills for interacting with opposite sex and minority group members
10. UNDERSTAND AND APPRECIATE THE DISCIPLINE OF WORK
 - A. Understand that persistence, organization, use of resources, and productivity help one master the environment
 - B. Understand that much of human activity involves work
11. DEVELOP CAREER PLANNING SKILLS
 - A. Understand the importance of planned vs. haphazard career-related activities
 - B. Assume responsibility for planning
 - C. Develop sense of planfulness
12. IMPLEMENT EDUCATIONAL AND JOB PLACEMENT GOALS
 - A. Understand use of placement services
 - B. Develop job seeking skills
13. APPRECIATE PARENTAL ROLE IN CAREER DEVELOPMENT
 - A. Understand how parent/child relationship affects career development
 - B. Understand relationship between parent/student expectations
14. DEVELOP A POSITIVE SELF CONCEPT
 - A. Develop perception of oneself in terms of interests, abilities, values, and goals
 - B. Develop awareness of how others see you
 - C. Develop concept of ideal self
15. LOCATE AND USE SOURCES OF OCCUPATIONAL INFORMATION
 - A. Know the human and material resources that are available
 - B. Understand the role of occupational information when making career-related decisions
16. DEVELOP POSITIVE ATTITUDES TOWARD WORK
 - A. Internalize the concept that work is a valued institution
 - B. Appreciate all kinds of work
 - C. Learn how to deal with occupational stereotypes
17. DEVELOP VALUES CLARIFICATION SKILLS
 - A. Learn how to assess which values are important to oneself
 - B. Learn skills to cope with value conflicts
 - C. Learn to work with those whose values may differ from one's own values
18. VALUE HUMAN DIGNITY
 - A. Understand interdependence of human race
 - B. Understand how to gain equal access to educational and occupational activities

Table 4

Individual Site Group Point Totals Assigned to the 18 Goal Statements

Career Guidance Goal Statement	Alaska			Arizona	Florida		Idaho		
	Anchorage	Hoonah	Matanuska	Granado	Monticello	Tallahassee	Boise-1	Boise-2	Pocate
1	data not available	5	11	data not available	data not available	16	4	9	8
2		5	7			7	3	6	6
3		6	9			7	3	7	7
4		3	4			5	2	5	4
5		14	7			8	5	12	10
6		18	16			13	8	13	11
7		8	8			10	8	12	6
8		10	11			7	3	7	5
9		16	17			14	9	16	10
10		15	10			11	5	11	6
11		10	9			11	6	11	9
12		10	7			7	4	8	6
13		5	7			9	2	6	3
14		20	20			14	10	20	15
15		6	5			6	3	7	6
16		15	9			11	6	13	8
17		8	12			13	4	10	8
18		6	11			8	5	7	6

Table 4, Continued

Individual Site Group Point Totals Assigned to the 18 Goal Statements

Career Guidance Goal Statement	Illinois						Indiana		
	Flora	Lake Zurich	Mundelein	Ramsey	Shelbyville	Thornton	Gary	Kendallville	Muncie
1	8	12	11	10	10	13	19	12	13
2	8	5	7	4	8	7	11	6	6
3	9	6	9	6	9	12	10	8	8
4	6	5	5	1	5	3	9	4	7
5	12	12	15	11	11	9	15	9	12
6	14	17	17	14	14	13	22	15	12
7	11	8	6	8	10	9	15	9	8
8	7	9	4	8	6	9	11	9	7
9	12	12	16	17	15	14	20	15	13
10	9	9	13	13	12	8	16	10	11
11	7	12	8	10	10	9	17	9	10
12	6	7	7	9	7	14	9	9	7
13	8	5	4	5	6	6	8	7	4
14	20	19	20	19	16	20	26	19	19
15	7	5	5	7	7	10	11	7	9
16	15	14	10	13	16	10	19	14	14
17	10	11	15	12	12	7	20	11	14
18	12	10	8	13	6	6	12	7	8

Table 4, Continued

Individual Site Group Point Totals Assigned to the 18 Goal Statements

Career Guidance Goal Statement	Louisiana			Nebraska		
	Cottonport	Crowley	Shreveport	Central City	Macy	Winnebago
1	11	10	23	9	13	8
2	9	6	23	8	7	7
3	8	9	22	8	10	5
4	6	4	19	6	6	6
5	10	8	32	9	14	13
6	10	12	39	14	18	15
7	9	9	33	10	12	12
8	11	8	22	7	8	7
9	20	17	34	15	18	12
10	12	16	39	11	14	12
11	9	9	26	10	8	10
12	9	10	22	5	8	7
13	7	6	13	8	8	9
14	13	14	38	20	25	18
15	7	8	20	7	7	8
16	11	18	38	13	18	12
17	10	9	24	11	16	11
18	9	10	26	10	17	9

Table 4, Continued

Individual Site Group Point Totals Assigned to the 18 Goal Statements

Career Guidance Goal Statement	Ohio					Oklahoma	Total	Rank
	Springfield-1	Springfield-2	Tallmadge	W. Jefferson-1	W. Jefferson-2	Keota		
1	12	9	8	3	28	6	306	8
2	5	4	4	4	20	4	197	15
3	5	6	4	4	29	5	231	12
4	2	3	2	1	18	2	143	18
5	7	6	4	4	48	7	324	7
6	14	11	7	10	56	10	433	3
7	4	5	5	4	31	5	275	9
8	3	4	2	2	22	2	211	14
9	13	13	8	9	68	8	451	2
10	14	8	4	4	54	6	353	5
11	3	5	5	5	29	2	269	10
12	6	5	4	3	14	3	213	13
13	3	5	2	3	25	3	177	17
14	14	14	10	10	71	10	534	1
15	6	6	4	3	18	1	196	16
16	12	9	8	6	55	3	390	4
17	6	10	5	10	49	7	335	6
18	3	11	4	4	34	6	268	11

Table 5

Group Point Totals and Rankings of the 18 Goal Statements by State

Career Guidance Goal Statement	Alaska		Arizona		Florida		Idaho		Illinois	
	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank
1	16	12.5	data not available		16	1	21	10	64	7.5
2	12	15.5			7	14.5	15	14.5	39	16
3	15	14			7	14.5	17	12	51	12
4	7	18			5	18	11	16.5	25	18
5	21	65			8	11.5	27	4.5	70	5
6	34	2			13	4.5	32	3	89	2
7	16	12.5			10	9	26	65	52	11
8	21	65			7	14.5	15	14.5	43	14
9	33	3			14	2.5	35	2	86	3
10	25	4			11	7	22	8.5	64	7.5
11	19	9			11	7	26	6.5	56	9
12	17	10.5			7	14.5	18	11	50	13
13	12	15.5			9	10	11	16.5	34	17
14	40	1			14	2.5	45	1	114	1
15	11	17			6	17	16	13	41	15
16	24	5			11	7	27	4.5	78	4
17	20	8			13	4.5	22	8.5	67	6
18	17	10.5			8	11.5	18	18	55	10

Table 5, Continued

Group Point Totals and Rankings of the 18 Goal Statements by State

Career Guidance Goal Statement	Indiana		Louisiana		Nebraska		Ohio		Oklahoma	
	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank	Rating	Rank
1	44	6	49	8	30	10	60	8	6	7
2	23	16	38	15	22	15	37	14.5	4	11
3	26	14	39	14	23	12	48	11	5	9.5
4	20	17	29	17	18	18	26	18	2	16
5	36	8.5	50	7	36	7.5	69	7	7	4.5
6	49	2	61	5	47	2	98	3	10	1.5
7	32	10	51	6	34	9	49	10	5	9.5
8	27	12	41	12.5	22	15	33	16	2	16
9	48	3	71	1	45	3	111	2	8	3
10	37	7	67	2.5	37	6	84	5	6	7
11	36	8.5	44	10	28	11	47	12	2	16
12	25	15	41	12.5	20	17	32	17	3	13
13	19	18	26	18	25	12	38	13	3	13
14	64	1	65	4	63	1	119	1	10	1.5
15	27	12	35	16	22	15	37	14.5	1	18
16	47	4	67	2.5	43	4	90	4	3	13
17	45	5	43	11	38	5	80	6	7	4.5
18	27	12	45	9	36	7.5	56	9	6	7

Table 6
Composite Evaluation Scores from Planning Sessions

Statement from PAGE 2 Evaluation Form	Descriptive Term for Seven-Point Rating	Average Rating	Descriptive Term for One-Point Rating
1. The objectives of the workshop were:	Clearly evident	5.6	Vague
2. The organization of the workshop was:	Excellent	6.0	Poor
3. Workshop materials and activities were:	Interesting	5.7	Dull
4. The scope of the coverage was:	Adequate	5.5	Inadequate
5. My attendance at the workshop should prove:	Beneficial	5.5	Not beneficial
6. Overall, I thought this workshop was:	Excellent	5.6	Poor

CHAPTER VII

Conclusions and Recommendations

General Project Conclusions

1. A review of project outcomes illustrated the need for instruction in planning and appropriate planning techniques to design and implement a comprehensive career guidance program. The career guidance model which moves a group through a series of activities and structured experiences helps planners focus on the scope of career guidance.
2. The team approach is a workable, effective, and beneficial approach to planning and helps bridge the "alleged gap" between different educational levels as well as the educational system and the community. The quality of planning for career guidance programs is optimized when it is accomplished cooperatively by educational personnel and community representatives.
3. A need exists for resources and additional research in the area of planning educational programs. Evidence seems to indicate that systematic planning efforts will have a significant impact on the programs provided for students in the 1980's.

Specific Conclusions Regarding Planning Models

1. Planning "planning sessions" requires that the person or persons responsible for the activities devote time and attention to organizing the many details needed for a successful workshop.
2. The degree of administrative support for program planning makes a distinct difference in the interest and outcomes of the planning session. Administrative support is essential for program change and this means that planners need to convince key administrators of the value of the proposed planning effort.
3. A competent, organized facilitator is required for an effective planning session. It is the skillful facilitator that can move a group from the birth of an idea to the development of a program plan of action. The knowledgeable facilitator can help the group by being aware of national trends and their implications for the local career guidance planning effort.
4. The time of the year that the planning workshop is held appears to make little difference in measuring the success of a workshop at a

particular site. Some were held in the spring, a few in the summer, others in the fall, and a number of them were held during the winter. Certainly school schedules, community activities, and the like must be considered; but, it is procrastination that is the enemy in setting the date for the planning session.

5. The purpose of the workshop and the need for it must be made clear to the participants. The team approach to planning requires contributions from all of the participants.
6. The reluctance of some school personnel to participate in another time consuming activity can sometimes be overcome by having arrangements made for released time, local professional growth credits, opportunity to earn university credit, and the like. These kinds of incentives apparently encourage teachers' willingness to take part in a workshop taking more time than a typical afternoon in-service session.
7. The alleged "gap" between the school and the community can be narrowed when community members, parents, and school personnel work together in planning a school program. The community persons and parents bring new perspectives to a planning session and, in turn, they gain a better understanding of the school's concerns and objectives.
8. Workshop participants become involved and interested in the planning process when there is a set of varied activities used like building blocks to lead the individuals through a systematic approach to planning.
9. The team approach to planning provides administrators, teachers, counselors, school support personnel, parents, and community persons an opportunity to share ideas and expertise. This interaction helps the individuals involved to understand each other's role and function in program planning and implementation.
10. Recognizing that "all is not done" at the end of a planning workshop is important for the implementation and continuance of a program. A key "insider" who can work with administrators is needed to take the skeletal framework of a plan and develop it into an operational, functional program.
11. The planning efforts for comprehensive career guidance programs have been limited because change in the educational system has come about more slowly than other changes in our complex society, especially in recent decades. It appears that the resistance to change can be countered by well planned strategies and techniques. Change is most apt to occur when thoughtful future-oriented educators

recognize the need for planning for change and when they seek ways to facilitate it in their local districts.

12. Follow-through and evaluation are an integral aspect of a well-designed comprehensive career guidance program. Dedicated educators who view career guidance as a program rather than a series of activities seem to be the most successful in bringing about changes to implement new plans.

Recommendations

1. Consideration should be given to additional research which will provide for the development of a materials and resources dissemination model. The focus of such a model should be directed toward helping program developers in the dissemination of new field-tested materials.
2. Planners should be encouraged to include a broad base community support group in planning any type of school program.
3. Consideration should be given to research in the area of establishing effective working relationships and linkages between the school and the community.
4. Developers of planning materials and other educational resources need to devote time and effort to the marketing, packaging and cost factors associated with materials dissemination.
5. The project staff recommends that additional funds be made available for cooperatively planning career guidance programs at all educational levels.